

# SAFETY

Two Sections - Section One



Continued from page 10

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## EDITOR'S NOTEBOOK . . .

Once a year a group of educators from across the nation sit down around a table in Chicago, talk seriously about this publication. From every area of safety education . . . representing first grade through university levels . . . representing teachers, safety supervisors, school administrators and parents alike . . . members of the SAFETY EDUCATION Magazine Advisory Committee go over this publication with the editors, make serious recommendations for improvement.

Last fall, prior to their annual meeting, members of the Advisory Committee reached further than usual for information and opinions which might be helpful to our staff. In the weeks before the meeting each committee member sent a sample copy of this magazine, together with a special survey questionnaire, to 25 or more persons in their individual localities. The surveyed teacher, safety supervisor or school principal did not have to sign his or her name; he or she could be as vocal as he wished about his reactions to the issue in front of him.

What came out of the survey? We're proud to report that there were many fine comments about our publication. Better yet, there were specific recommendations; these formed the basis of our committee conversation. And out of the morning's discussion came agreement on changes you will see incorporated into the magazine during the months ahead. Two of these changes are apparent in this issue.

► First, it was suggested that we break down our contents listing into educational levels . . . so that the busy reader could see immediately what material in one issue might be most helpful to him . . . so that a school principal might judge at a glance which individuals on his staff might profit most from reading a particular issue. This we have done starting this month . . . though we still felt, as you will notice, that some material would be of interest to everyone and have so listed it.

► Second request (as reflected in a large number of survey questionnaires) was for more material suggesting safety activities for high school students . . . plus more information on driver education. To fill this seeming lack, this month we give you a full quota of driver education news, suggestions and projects. Space may not permit quite as much emphasis on this subject each month, but future issues will endeavor to keep you up to date on the fast-growing driver education field and to supply advisors of student safety councils with constantly new projects for young people to carry out.

These two do not constitute all the changes you can expect to follow from our meeting last October. But publications are planned months in advance; changes in policy and content come slowly as a consequence. Next month more recommendations from our surveyed readers will be evident; we'll be happy to hear your reactions to the additional material or to anything you read on our pages anytime. Write us whenever you have a suggestion; your comments will keep our contents up-to-date, promising more information and assistance to you throughout the school year.

Alice M. Robison

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are regularly listed in "Education  
Index."

# S A F E T Y

## Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXV No. 5 Section One

Alice M. Robison, Editor  
Beverly Thompson, Associate Editor  
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California highway patrolman E. B. Snow checks inspection record of Principal William Woodworth's car, while author Earl Green, driver ed instructor, and two students look on.



A headlight testing device is operated by three student inspectors to check angle of headlight beam on a fellow student's car. Checking-devices such as these are needed to gain respect of student-drivers.

# Functional Driver Education

When students handle  
periodic inspection  
of student-driven auto-  
mobiles, it is a practical  
learning experience  
for teen-agers.

**Says Earl W. Green**  
Co-ordinator  
Driver Instruction Program  
James Lick High School  
San Jose, California

Right: Vice-principal  
Fiscalini, right, checks  
recording procedure.  
Girls as well as boys  
take part in inspections  
as checkers.





All types of cars line up for inspection in safety check at James Lick High School, San Jose, California.

**T**HE safety inspection of student-driven automobiles, conducted as a student-school project, is a practical application of driver education . . . a direct assault on traffic accidents by teen-agers . . . and a continuing reminder of the responsibilities of owning or driving an automobile. It is a definite learning experience for all participants.

How do I know? From experience at the James Lick High School in Santa Clara County, California, where the program of safety inspection of student-driven cars is organized and conducted by members of our student safety council. Students from the advanced auto-mechanic classes serve as inspectors. Publicity is ably handled by the student editorial staff. Students in the art classes prepare the signs and posters. And the woodworking students make the standards.

The purposes of our inspection are four fold:

- ▶ To discover any defects in student vehicles and, by correcting those defects, to prevent accidents.
- ▶ To encourage the immediate correction of any defective condition as soon as it is discovered.
- ▶ To emphasize the necessity of maintaining mechanical fitness of the vehicle as the personal responsibility of the owner or driver of the vehicle.
- ▶ To provide practical application of knowledge acquired in driver education and auto-mechanic classes.

Success in any project demands careful advance planning. Based on our first year experience, the following is the check list of details used by our student safety council each year in

planning for the inspection:

- ▶ Determine the nature, scope, and time of the inspection.
- ▶ Obtain administrative approval and the support of the entire faculty.
- ▶ Obtain co-operative endorsement of the student-body government.
- ▶ Obtain the endorsement and active assistance of the local police, the state highway patrol, and the community safety council.
- ▶ Formulate and mimeograph the inspection check sheet.
- ▶ Determine location and layout of the inspection lane.
- ▶ Plan and organize checking and recording procedure.
- ▶ Select and train student inspection and recording personnel.
- ▶ Arrange for station markers, standards, signs, and posters.
- ▶ Obtain necessary equipment . . . including fire extinguishers.
- ▶ Arrange for publicity and for proper notification to students.
- ▶ Provide for adequate supervision.

Most of the details in this check list are self-explanatory. Some of them, however, warrant special comment.

For example, the *nature* and *scope* of a car inspection is determined by your school situation. The *time* of the inspection should be near the beginning of the school year and, again as a major effort, at the beginning of the second semester or in May, in conjunction with the nationwide inspection sponsored by the Inter-Industry Highway Safety Committee. Look

Magazine, and local organizations. Moreover at James Lick turn-over of student driven cars runs about 35 per cent *during* the school year; provision must also be made for inspection of these additional cars throughout the school months.

Your *inspection check sheet* should be simple and easy to use . . . but it must include all the desired information. The 10-point check sheet used by the National Safety Council is complete, but is assumes that it will be used by qualified mechanics. At our high school it was the opinion of the auto-shop instructor that the check sheet should be more detailed so that no important points would be overlooked by student-inspectors.

*Location and layout* of the inspection lane is dependent upon available areas. The inspection lane must be free from other vehicular traffic. If necessary, most police departments will block off a street adjacent to the school grounds for this purpose. We are fortunate at James Lick; there is a student parking lot with ample room to set up an inspection lane.

*Selection and training* of inspection personnel is very important. Each year, Officer E. B. Snow of the California Highway Patrol assists our auto-shop instructor in this training program. Officer Snow always emphasizes the importance of accurate, fair inspections; he makes the point that each inspector has a responsibility to the vehicle owner . . . that the inspector should not pass a friend whose car is defective nor "gig" an enemy. The officer is on hand

during the actual inspection; he helps the student-inspectors and acts as a sort of court of appeal on questions of defective equipment or the legality of equipment.

We are convinced that Officer Snow's presence during the inspection has materially helped the success of our project. The student-drivers have the feeling that because an officer is there the inspection is both valid and fair. In many cases there is a distinct change in the attitude of students toward their responsibility as an owner or driver after discussing their problems with Officer Snow.

Proper *equipment* for the inspection is essential. Unless the inspection is valid it quickly loses the respect of the student-drivers. There should be at least a headlight testing device. If none is available in the school auto-shop, one of the local garages will gladly loan one. In our city, an automotive service not only loans us their testing device, the shop takes the time each year to instruct several students in its proper use. A wheel-alignment testing device is desirable, but this item can also be fairly well checked by observation. A small block can be used to check brake clearance and pedal travel.

It is of great importance that each student-driver understands the purpose of the inspection and the rules and regulations governing the program. At James Lick, all student-driver cars must be parked in the student parking lot. Any car that does not pass the inspection cannot be driven to and from school. When all defects have been corrected and the car passes inspection, the owner is issued a distinctive, numbered decal which he places in the lower right corner of the windshield to comply with state law. This decal also serves as his parking permit. If the car fails inspection in following years, the decal is scraped off; another decal is issued only after the car does pass an inspection.

To fit the inspection into the daily school



Above: First, student inspectors listen as the automobile safety check is explained to them by highway patrolman Ed. B. Snow. Right: Cars are checked by student inspectors with Officer Snow. Presence of a highway patrolman makes inspection program more official, keeps it fair, prompts student drivers to take responsibility of carrying out recommendations of inspectors.



schedule does present some problems. An explanation of our procedure may be helpful, though each school will determine the best method to meet its particular situation:

At James Lick the time of the inspection is publicized in the school paper and in the daily bulletin. Members of the inspection team are excused from all classes during the inspection; student drivers are excused from their physical education classes for the purpose of having their cars inspected. With the inspection completed, a time pass for the individual student is signed by the supervising instructor and the student reports back to his regular class. If the car passes the inspection, a school decal is issued. If the car fails the inspection, the driver is granted two weeks to correct the defects and have the car re-inspected. For this re-inspection the individual student receives permission from his P.E. instructor to drive his car to the auto-shop. After the initial inspection, re-inspection and inspection of additional cars is conducted at the auto-shop throughout the school year, under the direct supervision of the auto-shop instructor.

What should you anticipate as results of such an inspection in your school? In our experience you can look for a definite and valuable learning experience for all those participating . . . plus:

- ▶ increased awareness of the importance of mechanical fitness . . .
- ▶ immediate correction of mechanical defects . . .
- ▶ elimination of unsafe "jalopies" . . .
- ▶ better control of student-driven cars . . .
- ▶ a more favorable reputation for student drivers . . . and
- ▶ development of better attitudes toward driving responsibilities.

A statistical comparison will show that these

results have actually been obtained at James Lick. The first year we held an inspection, slightly over 83 per cent of the cars inspected were found to have defects and six cars were declared totally unsafe. The past year only 53 per cent of the cars inspected had defects, mostly minor; none of the cars was found to be unsafe. Moreover, this is a quality inspection, as rigidly severe as equipment and personnel makes possible. Even though this is a detailed inspection, approximately 34 per cent of the rejected vehicles had but a single minor defect such as a burned-out directional signal lamp. And approximately 85 per cent of the defects were corrected within the two-week grace period.

Maybe you wonder; how do the students take the inspection? Prior to the first inspection there appeared to be considerable resentment, plus a lack of respect for the ability of the student-inspectors. Some of the students tried to dodge that first inspection. With successive inspections this entire attitude has changed; students now seem actually to desire to have their cars checked. The thoroughness and professional attitude of the student-inspectors has gained the respect of fellow students; the fact that the inspection is valid and that many defects, previously unnoticed by the driver, are uncovered has increased the respect for such periodic inspections. Now, frequently, the driver instruction co-ordinator is approached by students with this query: "I just bought a car; where can I get it checked?"



### **Interested in a similar program by and for your students?**

The program described on these pages could be student-run in your school at one or several times of the year to prove effective for safety. It may be, however, that you will want to inspire your students to their first such activity in conjunction with the annual auto safety checks staged all over our country in May. In that event, you will want to study these pages now, turn over the suggestions involved to student committees without delay. It takes time to organize and prepare for a student-school project of this size and scope.

Materials to help make your program effective are available from the National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. Address your inquiry to *Operation Safety*.

This funny little puppet  
is making safety lessons entertaining for Los  
Angeles elementary school children.

# THEY LAUGH



by  
**Beverly Thompson**

IN Los Angeles, California, where real live celebrities are almost an every-day sight to school children, a small, polka dot-jacketed puppet is stealing the show from the professionals.

He's Safe-"T"-Buttons, who, with his French poodle puppet-friend, Doodles, is appearing before hundreds of children every day to dramatize the safety message. A creation of Mrs. Marion E. Bartoo, talented volunteer for the Greater Los Angeles Chapter of the National Safety Council, Safe-"T"-Buttons is the subject of a monthly feature article in the *California Parent-Teacher* magazine, as well as a gay, bouncing, almost-human symbol of safety to children from five to twelve in Los Angeles schools, county parks and even the huge Los Angeles County Hospital.

The character of Safe-"T"-Buttons was created by Mrs. Bartoo late in 1953 to serve as a symbol to children of the dangers of unsafe acts.

"Children are more often influenced by the example of fictional characters who happen to personify certain attributes than by that of their real-for-true parents and friends," said Mrs. Bartoo then. "We have dreamed up Safe-"T"-Buttons, a little boy clown who learns to do things the Safe Way, in the hope that he might appeal to the imagination of children and lead them along the path to greater personal safety.

"With the aid of stories, little songs and pictures, Safe-"T"-Buttons will be a constant reminder of the need for every child to take care and *prevent* accidents to himself and others," Mrs. Bartoo continued.

Co-starring with Safe-"T"-Buttons is his comic pet, "Doodles," the "poodle who never uses her noodle." Doodles makes all kinds of mistakes, is always being caught up in her

# I AND LEARN

dangerous acts by Safe-"T"-Buttons, who never fails to give her a lesson in safe behavior. Most of their antics concern traffic safety, although home, play and holiday safety are brought in too.

Safe-"T"-Buttons and Doodles, operated by Mrs. Bartoo, made their first public bow in January, 1954, in a school presentation. They became great favorites with the children, and soon their dramatizations of safety were booked into schools all over Los Angeles. Meanwhile, little stories starring the pair became a regular feature in the *California Parent-Teacher* magazine, illustrating with gay pictures the safety theme of the month chosen by the Safety Council.

Since then, Safe-"T"-Buttons has presented his dramatized story of traffic safety to many thousands of school children from kindergarten through sixth grade. To re-inforce his message, an illustrated traffic safety book is presented to each small listener during the performance by a schoolmate, dressed for the occasion in the garb of a traffic policeman. And each child is also given a Blue "T"—the safe "T"—when he sees Safe-"T"-Buttons and becomes a Safe "T" Playmate. In many schools, Safe-"T" Playmates have been organized into clubs of children who promise to emulate the puppet in their traffic habits.

In fact, the puppet has become so popular, that a Safe-"T"-Buttons kit has been developed for use in nursery schools and is now being tested. And school nurses were so impressed that a Safe-"T"-Buttons kit was made up for them to use in teaching good health. The kit contains a plastic puppet, records of health stories and songs, and a set of cartoons showing Safe-"T"-Buttons learning how to stay healthy—and safe.



*Safe-"T"-Buttons and Doodles the Poodle, two puppets that bring safety to life for children in Los Angeles, are shown with two young fans before an appearance at La May school last spring. The puppets star in clever little playlets produced by their creator, Mrs. Marion E. Bartoo.*

Making and operating puppets and creating shows that teach children by entertaining them is not a new experience for Mrs. Bartoo. Before creating Safe-"T"-Buttons, she was filming spots for television and doing several television shows for the Los Angeles City Fire Department on fire prevention, using puppets named "Sparky" and "Smoky."

The spectre of a child lying motionless in the street under the wheels of a car is an all-too-familiar occurrence in Los Angeles, as it is in other cities and towns throughout the United States. And much of the prevention work that will stop these tragedies lies in teaching children the right safety attitudes. It's a big job—and a hard one—and Safe-"T"-Buttons and his charming, but unsafe companion, Doodles, with their appealing way with a safety lesson, are accomplishing a great deal.

Los Angeles school people are using Safe-"T"-Buttons and Doodles as important aids in their safety teachings. They know that every day some child is tempted to run out into the street, without looking, after a ball or a kite, or to dart through traffic because he is in too much of a hurry to go to the corner. Whether he does it or not, whether he escapes injury or death, might just depend on a little puppet named Safe-"T"-Buttons, whose simple message on safe living has stayed with him in emergency.



**By Gerald W. Shipman**  
*Director*  
**Twin Cities Area Safety Council**  
*St. Joseph, Michigan*  
**and Russell Adams**  
*Director*  
**Twin Cities Vocational Program**

Student Bill Koonce, shop instructor Roy Luther, Carl Garland, safety engineer for the Whirlpool Corporation, and student James Baushke discuss the merits of wearing safety goggles at the Benton Harbor, Michigan, High School machine shop. James Baushke wears the long hair prescribed for members of the House of David religious sect.



## 100 Per Cent Eye Protection Pays

*When a team of safety supervisors  
 from industries in the twin cities of  
 Benton Harbor and St. Joseph,  
 Michigan, visited school shops, they  
 came up with some recommendations  
 that have proved effective for safety.*

A 100 per cent eye protection program instituted in machine shop classes of Benton Harbor and St. Joseph, Michigan, high schools is paying off.

Instructor Le Roy Luther of the Benton Harbor school states it this way:

"'Foreign body in the eye' is a fairly common complaint around the average small machine shop and we have had our share. Before we installed this program, we used to average about two first aid cases each week and a visit to the doctor twice a semester. Since the wearing of goggles became a rule here a year ago students

have not reported a single case of eye injury."

Both Luther and instructor Ben Standen of the nearby St. Joseph school have looked at local industry and drawn the conclusion that eye protection is of prime importance. They've found that many Twin Cities plants insist on eye protection worn by all workers . . . and that even visitors from offices or outside the plant are requested to put on goggles in these plant areas. Their conclusion: when training young people for future industrial careers, the schools should want them to be well grounded in all the best shop practices. That includes eye safety.

With the cooperation of Russell Adams, vocational director for both school systems, Luther rigged up a clear plastic peg board for his shop. On it hang 36 pairs of goggles in suitable sizes. The board is rigged so that it can be lowered into a dip tank filled with a sanitizing solution. At the end of each class period all goggles are hung back on the panel and lowered into the tank. By the time the new class has assembled, the goggles are ready for use. The panel is raised by the next class, the goggles rinsed in warm water and dried on paper towels. In this way 36 pairs of goggles accommodate an average of 150 students each day.

*St. Joseph High School machine shop instructor Ben Standen (back to camera) explains a new safety device in the school shop to safety men Paul Garlanger, left, Gerry Shipman, right, and Principal Malcolm McKay.*

Cities Area Safety Council (of which he is a member) that teams be formed to survey the school shops with the teachers, point out safety factors needed.

Purpose of this visitation program was to provide better immediate protection for the student, while making all members of the school staff more safety conscious. It was also hoped that out of the visitations would come recommendations for helping to prepare the student for the type of safety practices he would find later in industry. And the program would give the school impetus for making some long-needed improvements in shop layouts and housekeeping.

The industry teams came, saw, and went home to write up their findings. Their reports were submitted to the schools for discussion by the teachers and the advisory committee of the vocational departments. An entire meeting devoted to the reports proved most productive. In one case a ventilation layout suggested by the industry men proved to be much less expensive though just as efficient as one that had been recommended by an outside consulting engineer. Most of the other suggested improvements are now also in operation. These include an ingenious plastic guard developed for circular saws by Hilbert Klotz, Benton Harbor wood shop instructor.

Does your school shop need a safety check? A safety inspection check list for the school shop has been prepared by the Joint Safety Committee of the American Vocational Association and the National Safety Council.

Nine units of inspection are covered: general physical condition, housekeeping, equipment, electrical installation, gas, personal protection, instruction, accident records and first aid. Single copies may be obtained free by writing School and College Division, National Safety Council, 425 North Michigan Ave., Chicago 11, Ill. Packet of 50: \$1.00.

Occasionally a student has objected to the use of goggles. Usually an explanation of the purposes of the program is sufficient to stifle the objections. Students are also allowed to provide their own goggles if they choose, but so far no one has exercised the option.

The 100 per cent eye protection program rose out of a visit paid to the high schools some months back by a commission of industrial safety men. Vocational director Adams had proposed to the Industrial Division of the Twin

Now the visiting "shoe is on the other foot." Now Adams, Luther, and other shop instructors in the Twin City schools are looking for supervisors from small shops in the area to visit the schools once more . . . not to make recommendations this time but rather to pick up some ideas the industrial men, in turn, can put to use running a safe shop. That way, the school shop people figure, their students won't be disillusioned by lack of a good safety program once they graduate into industry!

# The Public Is In Your Classroom

*Says Nils A. Lofgren  
Director of Field Services  
Citizens Traffic Safety Board  
Chicago, Ill.*

**T**RAFFIC safety education for the general public and high school driver education are related to one another.

The most important single objective of this article is to persuade teachers and administrators in the field of driver education to interest themselves actively in the problem of public traffic safety education.

Perhaps you wonder if persons in the field of high school driver education should also concern themselves about the overall accident prevention program in the community. Perhaps you believe you have enough problems within the field of driver education itself.

I suggest that the traffic behavior of your community is a problem you meet in your driver education program whether you want to or not. The public is in your classroom. Not literally, of course, but their influence is present. You have their behavior and attitude to contend with as well as that of your students.

Have you ever considered the effect that community attitudes have on your students?

No virtue involving social behavior can be practiced in a vacuum and neither can the proper traffic attitudes. We are asking driver

*Before graduation you train the teen-ager to be a safe driver as well as a better citizen; her dad will have been in your classroom too, though you may not have known it.*



education students to apply the traffic attitudes of courtesy and law compliance in an atmosphere wherein courtesy is a thing to be remarked upon and disrespect for traffic laws is a badge of distinction. Is it any wonder that so many new drivers become rude, careless, law violators?

As long as a large number of Americans persist in believing that courtesy is something you leave at home when you go driving and that traffic laws only apply when a cop is in sight—as long as this attitude exists, you who teach driver education in our high schools are operating under a severe handicap that might, as far as we know, nullify in a few years the good you are able to do in one semester of driver education, or at least significantly reduce that good.

It therefore is of critical importance to all of us that a way be found to create the proper community attitude toward the factors necessary for traffic safety.

The problem of influencing the driving habits and attitudes of the general public is difficult. Some say it is a hopeless task. I don't believe so; I believe we can change adult attitudes, that we can find ways to get general acceptance of courtesy, of law compliance, of safe, skilled driving practices. Certainly we must do it if we are to reduce traffic accidents appreciably. But I believe that to do it, the field of traffic accident prevention must give top priority to this problem. And I believe that the help of educators who have prepared themselves for traffic accident prevention is needed in surmounting this problem.

Now there are many ways in which you can directly participate in public traffic education in your community: Adult driving schools, traffic violators schools and special projects of the local safety council. These activities are familiar to you or at least information on them is readily available.

But your help is needed even more, it seems to me, in determining what can be done to

make public traffic safety education as effective as it needs to be made.

When I speak of the problem of public traffic safety education, I don't mean the problem of teaching adults how to manipulate cars and qualifying them for licenses. I mean the problem of influencing drivers already licensed so that they will have fewer accidents.

When I first began making safety talks I thought all I had to do was to present facts about accidents coupled with information and suggestions on how to avoid them. This I did. After my talk I would encourage questions and discussion.

The questions were surprising to me and significant.

There were a few questions to indicate that some of my audience wanted to know how they could become better drivers. Most of the questions, however, implied criticism of official agencies and were openly critical of the driving of other people.

That is, they wanted to know why our roads weren't designed to prevent accidents and why cars weren't engineered to prevent accidents.

And then they wanted to know why the police don't do a better job, why engineers and driver licensing officials don't do a better job.

A better job of what?

Why a better job of punishing and correcting other drivers . . . especially old drivers, young drivers, women drivers, truck drivers, street car motormen, cab drivers, one arm drivers, fast drivers and slow drivers.

And, of course, the driver who asked the question was talking about a group that he didn't belong to.

Everyone wanted to know why something isn't done about the other drivers, the ones who have all of our accidents.

After meetings people have come up to me and said, "You know, this traffic safety stuff is all right. But why don't you tell this to the people who need it? Why don't you tell it to

#### ABOUT THE AUTHOR:

Nils Lofgren was a staff member of the School and College Division, National Safety Council, from 1948 to 1951, during which time, among other duties, he served as staff representative for the NSC driver education section.

Since December, 1951, Mr. Lofgren has been director of field services for the Citizens Traffic Safety Board of Metropolitan Chicago, charged with the responsibility of working with civic organizations in carrying on traffic safety activities. "The Public Is In Your Classroom" is taken from his remarks to driver education delegates at the recent National Safety Congress.



## The Public Is In Your Classroom

(Continued)



the people who have accidents?"

In other words, why don't we tell it to the other guy?

I soon found it necessary to make another talk after the question period. Another talk to try to convince them that what I had said in the first one really applied to them.

I began to realize that our basic problem in public education was not finding more or new ways to remind drivers to be safe or to tell them about hazards and what to do about them. I became convinced that our first task was to get the public to listen. To listen in the sense of applying what they heard to themselves rather than to the other guy.

I began to make changes in my safety talks. I began to use information that I thought would convince all kinds of drivers that traffic safety is for them, too.

I concluded this "other guy complex" had two sides. One said a small group of drivers has most of our accidents and I don't belong to this group; the other side of the "other guy complex" said my driving is not the kind that causes accidents.

To overcome the idea that accidents are caused by a small group of drivers is not easy. Misconceptions on this topic pop into prominence frequently, usually in the form of "Let's do something about the 15 per cent of our drivers who have all the accidents."

Consider the advantages of holding this concept.

It sanctions self-righteous proclamations that the way to stop the slaughter on our highways is to apply strict enforcement of our traffic regulations to those screwballs, madmen and fools who cause our accidents. At the same time this concept allows us to forgive our friends for their traffic transgressions under the impression that they are nice people, not at all the kind who cause the trouble on our highways.

And, of course, as long as the public believes that it is just a small group of drivers who cause

our accidents it will be difficult to get public support for the driver licensing and enforcement measures that apply to all drivers.

It is, of course, entirely false that a small percentage of our drivers have all or most of our accidents.

In March, 1953 in *Public Safety Magazine*, Sidney J. Williams of the National Safety Council stated "in any one year about 2 per cent of the drivers have 100 per cent of the fatal and personal injury accidents, and about 27 per cent have all the accidents. But the next year, it's a different group. The number of drivers having repeated accidents year after year is relatively very small." He said further:

"Broad general statements such as '15 per cent of the drivers have 85 per cent of the accidents' are meaningless and misleading.

"The inference that removing a small percentage of drivers from the highway would largely solve the traffic accident problem is entirely without foundation, and is extremely harmful because it tends to distract attention from needed remedial measures for the general run of drivers who have or may have accidents.

"In all probability only a very small portion, perhaps less than 1 per cent, of drivers are permanently and incorrectly 'accident prone.'"

This was the kind of information I began to present to convince my audience that our traffic accidents were not all caused by a small group of drivers, that practically all drivers had accidents at one time or another, and that, everyone was a fit subject for traffic accident prevention efforts.

The other side of the other guy complex had to be overcome also. I needed a way to convince my audience that it was their ordinary, everyday driving acts that caused the accidents.

So many drivers believe that they won't have an accident unless they do something like driving 60 miles per hour in a residential zone, or driving under the influence, or driving on the wrong side of a superhighway.

This kind of driving causes accidents, of course. But, most of our accidents are caused by things like following too close, improper turning or passing, failure to yield the right of way, driving too fast for conditions, and of course inattention and poor judgment. So I stressed the accident potential inherent even in these ordinary driving acts.

And I found people reluctant to believe these things were dangerous. The usual reaction was:

"Well maybe I do follow close sometimes, but if it looks as if I am going to hit someone,

I'll just come to an emergency stop. 'I'll stop on a dime.'"

So, I told them about stopping distances and showed the stopping distance charts. I was greeted with more incredulity. They said:

"Yes, but I'll lock my brakes if I have to, and I'll stop in less than that." Or:

"Yes, but I've got power brakes."

More explanations followed and, finally, less incredulity, more belief. And out of it all came some success, I hope, in influencing driving behavior, and a strong personal conviction that it is the other guy complex that is keeping traffic safety education from being as effective as it needs to be, that our biggest job in traffic accident prevention is to convince all drivers that they can have and cause accidents, and that, therefore, safety is for them, too.

It may seem that I oversimplify. I grant there is no absolute certainty about the real causes of collisions. Perhaps driver inattention and poor judgment are the real causes. If so, surely the first step in making drivers attentive and improving their judgment is to convince them that their driving can cause collisions. Surely no matter which actions we believe are the principal causes of collisions, we can agree that our educational remedies must be such that drivers will accept the information personally, that they will apply it to themselves.

As we overcome the other guy complex, as we get the public to listen to traffic safety, we must then seek the most effective way to present the specific information drivers need to improve their driving practices.

There may be variations from one area to another in what is most needed by drivers. This should be determined by each community. When the prescription is written I suggest that two techniques be avoided whenever possible. One is the "be safe" technique, the other, the scare technique.

We often say "be safe" or "be careful." Paradoxical as it may seem, I think we may be making a mistake in stressing the concept safety in our efforts to prevent traffic accidents.

In the first place, it is of little value to urge anyone to be safe unless that person understands what is safe and what is unsafe. Certainly many of our accidents result from actions that the drivers thought were safe enough. In the second place, is the concept of safety an appealing one to the American public? Perhaps some other term, car control for example, would be more effective.

Maybe the term accident is also a liability in

trying to prevent accidents. With rare exceptions what we generally refer to as accidents, are not really accidents. They did not happen by chance. They were caused. Perhaps we ought to call them collisions.

Then instead of asking drivers to be safe to stay out of accidents, we would ask them and tell them how to retain car control in order to prevent collisions. Car control exists when a driver has the time and distance he needs to avoid collisions with other cars, with fixed objects and with pedestrians.

The scare technique . . . pictures of horrible crashes, injuries and disfigurements . . . is a familiar one in many of our fields of public education.

This technique is of value but it should be used sparingly. An example of this kind may be so horrible that people put it out of their minds with that convenient process that enables them to forget what they don't want to remember. Or, it may be so horrible they refuse to believe it can happen to them. In either event, the viewer or reader of this carnage may not identify himself with the victim.

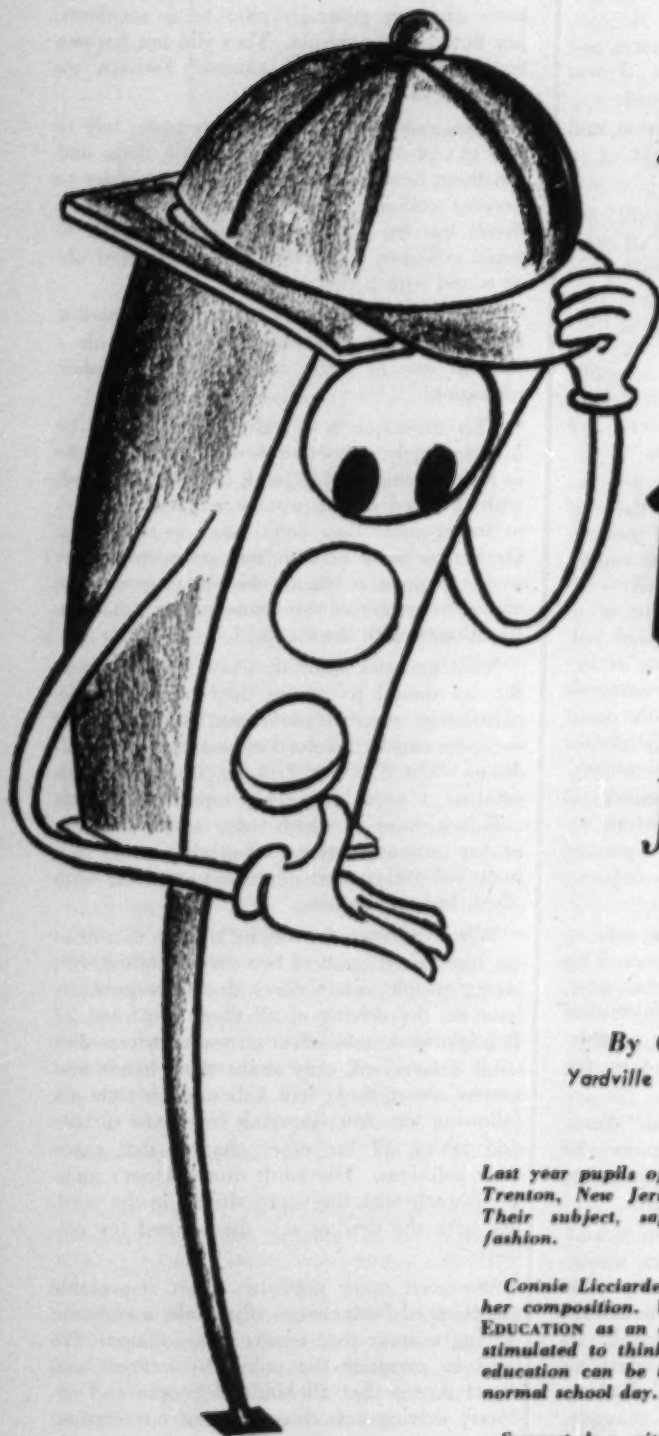
News agencies naturally report bad collisions. But we should try to get their cooperation in persuading their readers and listeners that everyone can be involved in and can cause collisions. The *Chicago Tribune*, for example, is printing a series of weekly reports describing collisions, most of which were caused by more or less ordinary actions, by driving errors that many drivers commit often and get away with often, but not always.

When widespread publicity is given to a head on, high speed crash of two cars crammed with young people, what effect does this publicity have on the driving of all those who read it? It might have some effect on young drivers. But adult drivers will only shake their heads and mutter about those fool kids and go right on following too close, jumping from lane to lane and taking all the other chances that cause their collisions. The adult driver doesn't identify himself with the young drivers in the crash nor with the driving acts that caused the collision.

We need more publicity about respectable middle-aged businessmen who make a common driving mistake that results in a collision. We need to persuade the public by indirect and direct means that all kinds of people and ordinary driving acts cause most of our crashes.

A speech alone won't do it. We must use all

(Continued on page 36)



# BENNY the Redlight

*flashes a  
warning*

By *Connie Licciardello*  
*Yardville School, Trenton, New Jersey*

*Last year pupils of the eighth grade of Yardville School, Trenton, New Jersey, were given a writing assignment. Their subject, safety, presented in some imaginative fashion.*

*Connie Licciardello turned in "Benny, the Redlight" as her composition. We are proud to publish it in SAFETY EDUCATION as an example of how young people may be stimulated to think about safety . . . and of how safety education can be incorporated into other subjects of the normal school day.*

*Suggested: a writing assignment for your students. Or, try reading "Benny" to younger children; chances are they'll like him too!*

**H**I! I'm Benny, the Redlight—just like the one that stands on your corner. I just saw another accident. I see so many, it's not funny. If I could only yell out and warn the people! But I can't, so I have to stand here and watch them suffer.

Just yesterday an elderly woman walked out between two parked cars and into the street. The cars coming had to stop so suddenly that three cars just missed hitting one another. That is careless thinking on the part of the pedestrian. Don't you think you could be more careful when crossing the street? You all know you should cross at the corner, but how many of you do?

Another thing boys and girls, when riding bicycles, you know that you should stay close to the right side of the road. Then why don't you do it? Many drivers yell because bicycles are too far out in the road and near cars. I stand here day and night, night and day, trying to warn drivers (and bike riders and pedestrians) when to go and stop. I turn red, yellow and green to warn folks. Please, please heed my warnings!

I not only see accidents in the street—but in homes and schools as well. If the people on this street only realized that I can see into their windows they would never pull up their shades! Every day I see people fall over toys and tools which haven't been put in their proper places. Some families never bother to fix those broken-down boards they call steps. Just this morning I saw a milkman fall down steps like that and break four bottles of milk. I see rugs that dance every time someone steps on them, or at least that's what it looks like. Haven't you ever fallen on a dancing rug? When will people learn to fix these things?

In kitchens, pans are often put on the stove with the handles sticking out—just waiting for someone to walk by and burn himself. Is it too much trouble to turn the handles around?

How do I know all this? Well, I hear the children who walk by me talk of things they do. And I'll let you in on a secret—the telephone wires and I have wonderful chats, too. I can also see into classrooms. So, in school, don't throw paper airplanes. Throwing things such as pencils, erasers, and pieces of paper is a very bad habit to get into. Don't get started! Keep your feet under your desk and observe all other safety rules. You know them and so do I. Be wise and put to use what you know about safety. You will make my job a lot easier—and your life a lot safer.

## ON THE COVER

"His swimming achievement is better than winning four Olympic championships—he saved a life."

These were the words spoken by a former Olympic champion about 16-year-old John Maypole, Jr., recently, at a presentation ceremony in the boy's high school, in Oak Park-River Forest, Illinois.

The boy was presented with two of the nation's highest life-saving honors, the President's Medal of the National Safety Council, and the Certificate of Merit, American National Red Cross.

It all came about when John, a high school junior who has been active in his school's aquatic program and holds Red Cross, Boy Scout and YMCA life-saving certificates, was working last summer at a boat concession on a lake in the Chicago area. He saw 12-year-old Al Paskus tumble into the water from a small boat. John immediately went to the rescue in a motor craft, pulled the younger boy out of the water, and administered artificial respiration until the youth started to breathe again.

Late last year, at a high school assembly sponsored by the student council and attended by John's parents, young Al Paskus, who owes his life to the 16-year-old's quick and knowing action, presented the Safety Council's President's Medal to John. The Certificate of Merit of the American Red Cross was presented by Adolph Kiefer, water safety chairman for the Chicago Red Cross Chapter and a former Olympic champion himself. The Red Cross award is given to those who have taken Red Cross water safety training and used it to save or attempt to save the life of another.

In the picture, left to right: John; Al Paskus; Ray Ellis, staff representative of the National Safety Council who presented the certificate which accompanied the medal; and Adolph Kiefer.



# STOP...

# LK

# ...LSTEN

Students at Garrison Junior High School, Baltimore, Maryland, could see their bad traffic problem themselves, got together in their Student

Council to formulate their own rules to stop accidents, make a safer school.

**By Georgeanna Trail  
And William Jeffres**  
*Faculty Advisors to Student Council  
Garrison Junior High School  
Baltimore, Maryland*

"**R**REALIZING that many Garrisonians are not familiar with the traffic rules of our school, the student council traffic committee has set out to simplify and publicize these rules. On the following pages is the result of our work."

These were the words of Alan Silver, chairman of the traffic committee, on the eve of one of the biggest campaigns for safety ever held at Garrison junior high school, in Baltimore, Maryland. The words were printed on the cover page of a small safety folder titled, "Stop . . . Look . . . Listen."

That Garrison had a traffic problem was plainly evident early in the year. The school was built to house about 1,800 pupils; its narrow halls and stairways were not planned to accommodate the 2,700 which had to use it

in 1954-55. Corridor space was further reduced because of coat lockers placed there, to say nothing of the wide, stiff crinoline underskirts that the girls *had* to wear!

And about half of the pupils, seventh graders just entering the school, were not fully aware of the rules, since the school handbook usually distributed to new pupils was made obsolete by the extended day program which Garrison was operating for the first time.

Yes, there were accident reports—and they revealed a lot. They showed, for one thing, that there were minor accidents occurring almost daily in locker sections, halls and on the stairways. For example:

► Barbara and Linda lost time from school because of accidents in locker areas.

► Larry and Sheldon were treated for lacerations on the head caused by carelessly bumping into doors suddenly being opened into the corridor.

► Miss Smith was badly shaken up by the rush of traffic which converges at one point from five different sources. In addition to

the normal hall traffic, boys are going in and out of gym doors located there, others are hurriedly walking downstairs to lunch, while still others are coming up from the cafeteria, which must sometimes be used for classroom purposes.

As early as October, the student council realized the traffic problem and tried to solve it by having representatives discuss it with their classes. But this was not effective enough, and a traffic committee was appointed by the president of the student council.

This committee divided itself up into sub-committees. One group made a survey of the danger points and trouble spots, evaluating each and making recommendations. Another sub-committee revised these recommendations and put them in simplified form. The publications committee selected the rules which needed most emphasis. Finally, the book was ready for printing.

Gerald Doyle, an art teacher, graciously consented to add a professional touch by sketching the cartoons that would illustrate the brochure. Emma Schad, principal of Garrison school and long-time active worker in safety education, was asked to edit the rules before going to press.

Facilities of the Mergenthaler Vocational-Technical High School were used. William Jeffres and Fred Reitze of the industrial arts department printed enough copies of *Stop . . . Look . . . Listen* to place one copy in the hands of each pupil then enrolled, as well as the new ones who would enter the school in September.

Then the campaign was delayed until May, so that no other drive would conflict with "the big push." On May 4, 1955, the first copies of *Stop . . . Look . . . Listen* were distributed to the student council as a whole. After a detailed explanation and a heated question and answer period, the council voted to begin the campaign the following week.

Illustrated with clever cartoons, the booklet lists plainly its suggestions for safe behavior. The suggestions are grouped under five headings: *In the Halls, Stairway Rules, In the Locker Sections, In the Cafeteria* and *Radiator Rules*. Most of the illustrations suggest what can happen if the rules aren't followed, indicate to the student in a humorous way that this is the way to keep from getting hurt.

The campaign was carried on with as much publicity as possible. Signs and posters were displayed throughout the school to make every pupil traffic conscious. Each day one of the following rules was stressed, first, by having the

representative copy it on the blackboard in his home room, and, second, by having a member of the Traffic Committee emphasize it by speaking over the public address system. These were the rules stressed:

*Walk in Twos; Keep to the Right  
Keep Classroom Doors Closed Tightly, or  
Opened and Fastened Against the Wall  
Leave Locker Sections Quickly*

*Use the Up and Down Stairways at the  
Proper Time*

*Respect the Rights of Others in the Cafeteria*



TWO too many!



WHOOPI!



Locker knocker

All illustrations on these pages, including the illustrated headline, are from the booklet, "Stop . . . Look . . . Listen."

(Oh yes, a bulletin was prepared and distributed to each teacher, asking his cooperation, without which the campaign would never have succeeded!)

Was the campaign a success? It certainly was!

Looking back, we can see many improvements that were made. And there was a much greater awareness on the part of both pupils and teachers of rules and regulations "made for our own safety" by "our own classmates."

Specifically, the greatest improvement was noted in these instances:

- ▶ Doors were not left ajar.
- ▶ To secure one-way traffic, lavatory doors were labeled *In* and *Out*, and the *Out* doors could be opened only from the inside.



Three steps to the nurse's suite.

#### IN THE HALLS WE SHOULD:

- Move in double file.
- Keep to the right, not only in the corridors, but also at intersections.
- Move quickly to our next class.
- Keep in line, and not try to pass those in front of us.

#### IN THE LOCKER SECTIONS:

- We should get our coats or books as quickly as possible.
- We should leave the locker sections immediately and not wait for our friends.

#### At the end of a lunch period:

- Pupils with first floor lockers enter by the side door.
- Pupils with second and third floor lockers enter by the front door.
- This applies to both boys and girls.

▶ Traffic in the first floor boys' hall was greatly reduced by re-routing boys returning from lunch to an entrance not previously used.

▶ Children made more use of handrails on stairways. Traffic seemed to be in two well-defined lines.

Our greatest difficulty was in having classes move as groups. This is aggravated by our overcrowded situation and is receiving more emphasis this year.

Last September, our school population was again increased. With the increase came a greater challenge to the student council and its officers to improve conditions, to stimulate Garrisonians to live up to the motto, *Stop . . . Look . . . Listen!*

Rules that Garrison Junior High School students worked out and distributed to students, included the following:

#### STAIRWAY RULES:

- Avoid skipping steps.
- Use the *Up* and *Down* stairways at the proper time.
- Stay next to handrail, leaving an aisle in the middle for teachers.
- Only before the first and after the last period are the stairways both up and down.
- Line up in twos before getting on a stairway.

#### IN THE CAFETERIA WE SHOULD:

- Use table designated for our class.
- Respect the rights of others in the food line, at the fountain and at the table as well.
- Leave the cafeteria quickly.

#### RADIATOR RULES:

- Be careful always to stay away from the radiators.
- In the halls
- In the locker sections
- In the lavatories
- In the classrooms
- Refrain from pushing others toward the radiators.



Whether school dramatic productions include a few young people or many, there will be safety factors to consider. (Picture courtesy Children's Theatre, School of Speech, Northwestern University. The play: "Rama and the Tigers.")

## safety in School Dramatic Productions

**safety education  
data sheet no. 67**

### Statistics

1. Statistics are not available for the number of injuries or deaths resulting from accidents in school dramatic productions.

### The Problem

2. Dramatics and dramatic productions, as well as plays, skits, operettas, and other forms of theater art, have long been accepted as part of teaching procedure . . . a part of school life.

3. That a need for safety education exists in this area may be gleaned from frequent small newspaper captions like these: "Boy injures back when he falls from stage." "High school girl suffers head laceration as scenery falls during play rehearsal."

4. Drama teachers may be able to recall accidents such as these recent ones:

- a) A boy had his teeth broken when a soldier's wooden gun struck him in the mouth . . .
- b) A boy fractured his elbow when he fell from a crowded stage during a duel in a play.

5. The stage in newer schools is usually well constructed and equipped for the activity.

However some schools still use the gym for special assemblies and plays. And some plays are staged in the unusually large halls characteristic of school buildings of the 1900's.

6. It is in staging plays, skits, operettas, and other dramatic productions, usually with inadequate staff and scenery, that students are used as stage hands, scene designers and painters . . . in all manner of chores necessary to the production. Although educationally valuable, this sort of arrangement is conducive to accidents unless certain precautions are taken. An initial precaution: never permit students on school stages unless an adult is present, whether he be teacher or custodian.

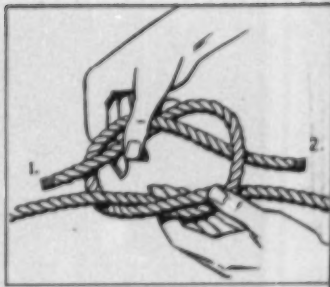
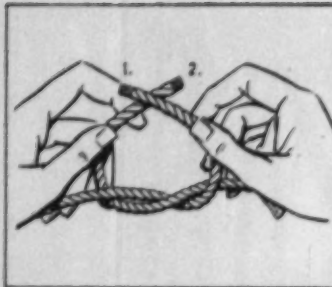
### Stage Crews in School

7. Stage crews in schools function best when under direct supervision of a faculty advisor. The movements of the stage crew should be planned as carefully as is the dramatic production; the schedule should allow ample time so that changes in scenery can be completed without haste.

8. The crews should be chosen for their ability to work and for their dependability. A



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written consent from the parent permitting the student to be part of the crew is imperative because:

- a. It keeps the parent aware of the student's activity.
- b. It gives the parent an opportunity to disclose any physical defects in the student.
9. Members of the crew should be instructed in proper methods of lifting and handling awkward objects. They should be trained that all should not try to do the same thing at the same time; they should be instructed to stay on the job until the work is completed or they are relieved; they should not be permitted to bring friends back stage; the play cast should follow set rules to avoid obstructing the stage crew at work.

10. Student crews should not be permitted to lift heavy objects or move pianos. This type of work should be delegated to custodial staff or paid stage crews; even then the piano should be on a cradle with large wheels.

11. Equip the stage crew with gloves, to prevent formation of blisters or getting slivers in the hands when handling rough objects.

12. Student stage hands should not attempt to repair broken electric circuits or equipment. They should be taught to bring the need for such repairs to the attention of the electrician.

13. Student stage hands should be taught proper methods of storing and piling properties and scenery. The pyramid method, with longer objects on bottom graduating to smaller, is a safe manner of piling. Round objects which would roll should be well wedged or placed in stalls provided for such storage. Adequate storage space plus proper racks, bins, lockers and containers will make for safety in the storage room.

14. All accidents should be reported immediately to the faculty advisor. Accident records should be kept and studied periodically with a view to improvement in the environment, instruction, or supervision.

### Good Housekeeping

15. An adequate storage space near the stage should be provided to store the stage scenery and property. It should include a definite place for storage of each type of stage material when not in use. An appointed storage clerk should be in charge.

16. In the storeroom special heed should be given to cleaning up and disposing of flammable material such as oily rags, waste paper, bits of lumber, etc. A covered metal container should be used for trash.

17. To make stage material easily accessible and to eliminate tripping hazards, proper lighting must be planned and provided. Proper ventilation should also be planned for the storage room.

18. Adequate aisle space should be maintained in the storage room. This is easier to maintain if the area is clearly marked with white or yellow paint.

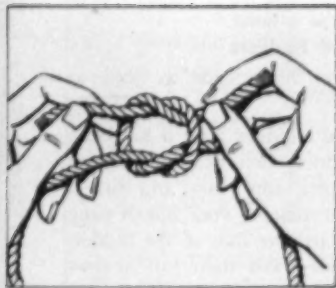
19. Paint and flammable liquids should not be stored in the property room because of the danger of spontaneous combustion. A separate room with special metal lockers or containers should be provided for these materials. Check with your local fire department to be sure your safety provisions are adequate. When oil base paints are used in scenery decoration, the school should be sure there is adequate ventilation. It is better to use a water base paint, however.

### Electricity

20. All electrical work and repairs should be done by a qualified adult electrician.

21. Light switches should be so placed that they can be readily located. Cords should not be stretched to constitute a tripping hazard. All switch boxes used for sectional lighting should be labelled properly.

22. An emergency lighting system for the entire house and stage should be installed and either a custodian or responsible adult should know how to turn it on. An automatic system which cuts in when regular power turns off is



*Four easy steps to a square knot. Starting at left; Cross ends of rope, placing right under left. Next, bend each rope back on itself (watch movement of numbered rope ends). Third, wrap end (1) around end (2) away from you. Pull all parts down tight.*

preferable. But hand systems . . . including battery operated flashlights in the hands of ushers . . . are also useful in an emergency.

23. A qualified electrician should make periodic inspection of all electric cords. Those frayed or damaged should be replaced or repaired.

24. Do not cover electric bulbs with flammable material for color effects; use colored glass for this purpose or color the light with theatrical gelatin.

25. In carrying flood lights hold the hood of the light; otherwise the swing joint may topple and fall.

26. Hanging lights must be set up and fastened securely with great care by the electrician.

27. Every exposed outlet and wire should be treated as a live wire unless proven otherwise. All microphones should be grounded.

28. When removing bulbs make sure they are not hot. If hot, use cloth over the bulb before unscrewing. Better still, wear gloves or let the bulb cool off.

### Stage Flymen

29. Stage flymen (who have charge of machinery used to raise and lower scenery, drapes, and sound or lighting equipment, by use of weights, ropes and pulleys) should call: "Heads Up" when lowering any hanging equipment.

30. Watch the rope carefully; pay lines out slowly to see that the piece does not become fouled. Also look to see that no one is under the piece being brought down.

31. When lowering scenery, before untying, make sure some one is holding the lines. Then make "snub" and lower away. When securing scenery, be certain lines are secure over the pin and tied before releasing line. Always tie to a pin or bar provided for the purpose. Always tie with a non-slip knot.

32. The school should make sure that counter-weights are boxed in. Also, all ropes,

cables and the like should be inspected regularly . . . once a year for deterioration and defects as well as before each use, whether for rehearsal or play.

### In the Dressing Room and On Stage

33. Most school productions use converted classrooms for dressing rooms. It is advisable to select these rooms not only for their proximity to the stage but also to suit the purpose. Thus the rooms should be large enough to accommodate the cast; they should have sufficient light to eliminate any tripping hazard.

34. A special desk or table should be placed to hold all glass containers, scissors, or sharp instruments. All such items should be returned to the table after each use. The table should be in charge of a responsible person, preferably an adult.

35. All unused pins should be placed in a pin cushion or container; needles, pins, and tacks should never be placed in the mouth. Scissors should always be left in the room and never carried in the pocket.

36. Care should be used in placing hairpins so as not to scratch the scalp.

37. The students should be warned not to lean against mirrors. A broken mirror can result in cuts.

38. Cork should not be burned over open flame in the dressing room. It is safer to use prepared paint or to furnish the cast with pre-burned corks.

39. Each stage should be equipped with fire curtains. In many states this is required by law. All curtains, cycloramas, borders must be cleaned and re-flameproofed every five years; more often if possible. All new curtains must be guaranteed flameproofed on purchase; contract for any new equipment should include a clause for safe installation by manufacturer. Fire extinguishers should be located at either end of the stage and stage crews should be trained in their use.

40. Flimsy wearing apparel or paper costumes should be made of fire-retardant materials or treated for this purpose. All drapes and other flammable materials should be flameproofed.

41. Never use open flame on a stage. Candles or other open lights may seem dramatic but for safety use a flashlight candle or other substitutes.

42. Fire extinguishers should be on hand and ready for use at all times. A water type extinguisher is recommended for fires which involve wood, cloth, paper and like substances.

43. Before rehearsal starts, inspect the scenery to see that it is well braced and supported. Many accidents are caused when scenery falls.

44. Do not leave objects in aisles in path of actors. Paint a line on the stage so that student actors will not come closer than two feet from the front of the stage.

45. Make doubly certain that guns used as props are either harmless or empty. If blank cartridges are used, make certain that the gun is fired with the muzzle pointed at the floor. Where swords are used, they should be dulled or made of flexible materials. If production calls for use of camera with flash bulb, avoid too close contact to person "photographed"; the bulb may shatter. Also, student-actor "photographed" should avoid looking directly at camera so as not to be blinded by flash.

46. If the play calls for falling or fainting, teach the individual how to slump, or to fall safely.

47. Children often use long dresses. Teach them how to gather and hold the skirts when walking or going up and down stairs. High heeled shoes for children's dress-up drama are hazardous. Stairs which are part of set should be inspected to be sure they are proper size, are set level, and are not obstructed by props.

#### **Safe Use of Ladders**

48. To reach high objects, use sturdy ladders rather than boxes, crates, or chairs.

49. Inspect all ladders before use. Look for breaks, cracks, broken rungs or steps, etc. Check to be sure the ladder is equipped with safety shoes.

#### **Step Ladder**

50. Open it fully; snap braces down on both sides. Be sure the braces are tight and the ladder set level before climbing. To take wobble out of an old ladder, tighten tie rod nuts with small wrench or pliers.

51. Stand firmly on the ladder step. Mount no higher than the second step from the top. Never lean away. That stretch may start you tumbling down.

52. Never place a ladder in front of a door unless you are sure the door is securely locked on your side.

53. Do not improvise to reach greater height. Get a longer ladder.

54. Be certain all tools and objects have been removed from the top of any ladder before moving it.

55. Never carry heavy or bulky objects up

or down a ladder. Use a hoist.

#### **Outside or Extension Ladders**

56. Always inspect hoist rope as well as ladder.

57. Always extend a ladder after it has been raised. To raise ladder, first brace against a solid object, then pick top rung and lift it above your head and, placing your hands rung over rung, walk toward the foot of the ladder. The top of the ladder will then fall against the wall.

58. Do not allow the top of the ladder to fall against a window or breakable object.

59. To get best working angle, set the ladder one quarter as far from the wall as the ladder is high.

60. On hard and slippery surfaces see that ladder shoes have firm bearing on the ground.

61. Take heed to set ladder so that you can work easily without reaching to the side. Reaching too far to a side may cause the ladder to slide.

62. When working on uneven footing surface, prop up low leg with good sized block several inches longer and wider than the shoe of the ladder. A small block may slide and tip the ladder. There are ladder attachments on the market that will also level the ladder for you.

63. Carry a ladder on your shoulder at mid-point, with the front end high. Use one arm to steady it, the other to guide the ladder around corners. Get help when carrying long ladders; have another person hold the bottom of such a ladder when you are standing on it.

64. Store the ladder on a shelf bracket which is slightly bent up and attached to a wall.

65. To preserve the ladder, paint it with oil. Do not use paint which will cover cracks and breaks in the ladder.

#### **The Audience**

66. Every school should have a plan of emergency action for public events. This plan should designate one man as responsible; it should include specific plans with regard to exits, what to do in case of fire, etc. The person in charge of the program should know how to contact the fire department, where emergency power is available and how to turn it on, and the like.

67. Before any event, those in charge of public safety should see to it that:

- a. Floors have been checked for torn or ripped floor coverings. Any such hazards located should be corrected in advance.



- b. Chairs and seats have been inspected and any found broken (or with protruding screws, nails or splinters) have been repaired or roped off.
  - c. If chairs or benches are being used in a gymnasium, the seats have been spaced so as not to be less than 30 inches back to back. Also, not more than 14 seats should be placed between any aisle and a wall.
  - d. There is no possibility of overcrowding; invitations or tickets should not number more than seating space.
  - e. Building regulations and directions relative to smoking and rest rooms are posted.
68. During the event, those in charge of safety should watch to be sure that:
- a. In seating the audience, fire aisles are kept clear. (An advance call to the local police or fire department will usually bring a uniformed man to the scene to help enforce regulations.)
  - b. Aisles are not obstructed with portable chairs or seats.
  - c. Clothing, bottles, umbrellas or other articles are not placed on balcony rails.
  - d. Exit lights are on during any assembly or performance.
  - e. The aisles to all exits are kept clear. Exits should be checked during the performance to be sure stairways and fire escapes are not obstructed in any way. Outside exits into streets and alleys should also be checked, to be sure (for example) that no vehicles have been parked across doorways. This applies backstage as well.

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This data sheet prepared for us by E. R. Abramowski, Coordinator, Department of Elementary Physical Education, Health and Safety, School District of the City of Erie, Pa.

## Other Safety Education Data Sheets available are:

- |  |   |   |
|--|---|---|
| (1) Bicycles                                     | (24) Places of Public Assembly                  | (48) Unauthorized Play Spaces                           |
| (2) Matches                                      | (25) Fireworks and Blasting Caps                | (49) Bathroom Hazards                                   |
| (3) Firearms, Rev.                               | (26) Domestic Animals                           | (50) Safety in the General Metals Shop                  |
| (4) Toys and Play Equipment                      | (27) Swimming                                   | (51) Safety in Pupil Excursions                         |
| (5) Falls  | (28) Small Craft                                | (52) Highway Driving, Rules, Precautions                |
| (6) Cutting Implements                           | (29) Play Areas                                 | (53) Safety in the Machine Shop                         |
| (7) Lifting, Carrying and Lowering               | (30) Winter Driving                             | (54) Summer Jobs: laborers, home yard, service-stations |
| (8) Poisonous Plants                             | (31) Night Driving                              | (55) Motor Vehicle SPEED                                |
| (9) Electric Equipment                           | (32) Winter Sports                              | (56) Welding and Cutting Safety                         |
| (10) Pedestrian Safety                           | (33) Traffic Control Devices                    | (57) Safety in the Auto Shop                            |
| (11) School Buses—Administrative Problems (Rev.) | (34) Safe Conduct in Electrical Storms          | (58) Winter Walking                                     |
| (12) Flammable Liquids in the Home               | (35) Poisonous Reptiles                         | (59) Safety in the High School Chemistry Laboratory     |
| (13) Passenger Safety in Public Carriers         | (36) Motor-Driven Cycles                        | (60) Safety in the Farm Mechanics Shop                  |
| (14) Chemicals                                   | (37) Animals in the Classroom                   | (61) Floors in the Home                                 |
| (15) Hand Tools                                  | (38) Railroad Trespassing                       | (62) Hazards of Discarded Iceboxes and Refrigerators    |
| (16) Nonelectric Household Equipment             | (39) Bad Weather: Hazards, Precautions, Results | (63) School Bus Safety: Educating Pupil Passengers      |
| (17) Sidewalk Vehicles                           | (40) School Parties                             | (64) Safety in the Graphic Arts Shop                    |
| (18) Camping                                     | (41) Home Workshops                             | (65) Safety on Part-Time Jobs: Food Handling            |
| (19) Alcohol and Traffic Accidents               | (42) Horseback Riding                           | (66) Baby Sitting                                       |
| (20) Cooking and Illuminating Gas                | (43) Hiking and Climbing                        |   |
| (21) Solid and Liquid Poisons                    | (44) Hook and Line Fishing                      |   |
| (22) Safety in the Gymnasium                     | (45) Summer Jobs—Farm                           |   |
| (23) Laboratory Glassware                        | (46) Safety in the Wood Shop                    |   |
|  | (47) School Fires                               |   |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

# Safety Education Around the World: II

*Note: Last month SAFETY EDUCATION's "Forum-in-Print" brought you the methods of safety educators on the continent of Europe and in South America. This month we continue this interesting study of safety around the world, presenting the techniques for training youngsters in safety in the British Isles.*



**J. A. Humphreys**  
Ministry of Education  
London, England

**R**OAD, child and home safety receive attention in our schools under the encouragement of the Ministry of Education and the local authorities. Methods of teaching road safety include direct teaching and exhortation (notably in the use of the highway code issued under the auspices of the ministry of transport), use of safety barriers, pedestrian crossings and patrols, practical demonstrations by police in schools and playgrounds, bicycle training and special publications and posters.

Effectiveness of the training depends much on the attitude of the headmaster or headmistress. We do not require teaching of this or that subject; as far as educational content of the school day is concerned, we confine ourselves to advice.

Sustained effort and effective teamwork between the ministries of transport and education, the police, local authorities and the staffs of

schools and colleges, together with the publications and advice of the Royal Society for the Prevention of Accidents, have reduced child road fatalities by more than half in the past 25 years, despite both the great increase in traffic and in the child population.

One of our immediate serious worries is the mounting figure of casualties to child bicyclists. Programs for training bicyclists are being developed over the country on the initiative of local authorities and the local representatives of the Royal Society for the Prevention of Accidents.

There is no one solution to the problem of danger on the roads; the schools constantly try to develop road sense and discipline, the highway authorities endeavor to make the roads safe, the local authorities provide effective supervision of danger points; effective action cannot be canalized in one direction only.

## January, 1956 • Kindergarten Safety Lesson • Winter

### Language

1. Dangers of: snow, ice, sleet.
2. How cars and people act on ice.
3. Heating in our homes—safety factors of staying away from radiators, open fireplaces, etc.
4. Kind of clothing—overshoes to keep from slipping, hoods that make it possible to see, etc.
5. Snowballs
  - a. kinds of snowballs
  - b. where can you do it?
  - c. school rules
6. Winter activities
  - a. ice skating
  - b. tobogganing, sledding
  - c. snowballs, snowmen
  - d. where and how do we do these things?
7. Crossing streets
  - a. how does it differ from summertime?

### Music

1. Children's Safety Lesson No. 5 (Lumbermen's Mutual Insurance Co.)
2. Ice Skating Is Nice Skating—I, Caesar
3. The Snowman—Sing & Play

### Rhythms

Ice skating  
Skiing  
Sledding  
Snowflakes  
Rolling snowballs

### Literature

Frosty, the Snowman  
Katy and the Big  
Snow—Burton

### Work Period

Make mural of children: skating, sledding, walking, making snowmen, etc.

### Vocabulary

Skidding  
Thermometer  
Mercury  
Freezing  
Ice  
Snow  
Salt  
for melting  
Ashes

### Miscellaneous

1. Go outdoors and build a snowman, throw snowballs at the snowman.

*Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan.*

Lower Elementary

safety lesson



Sketch S-0508-A

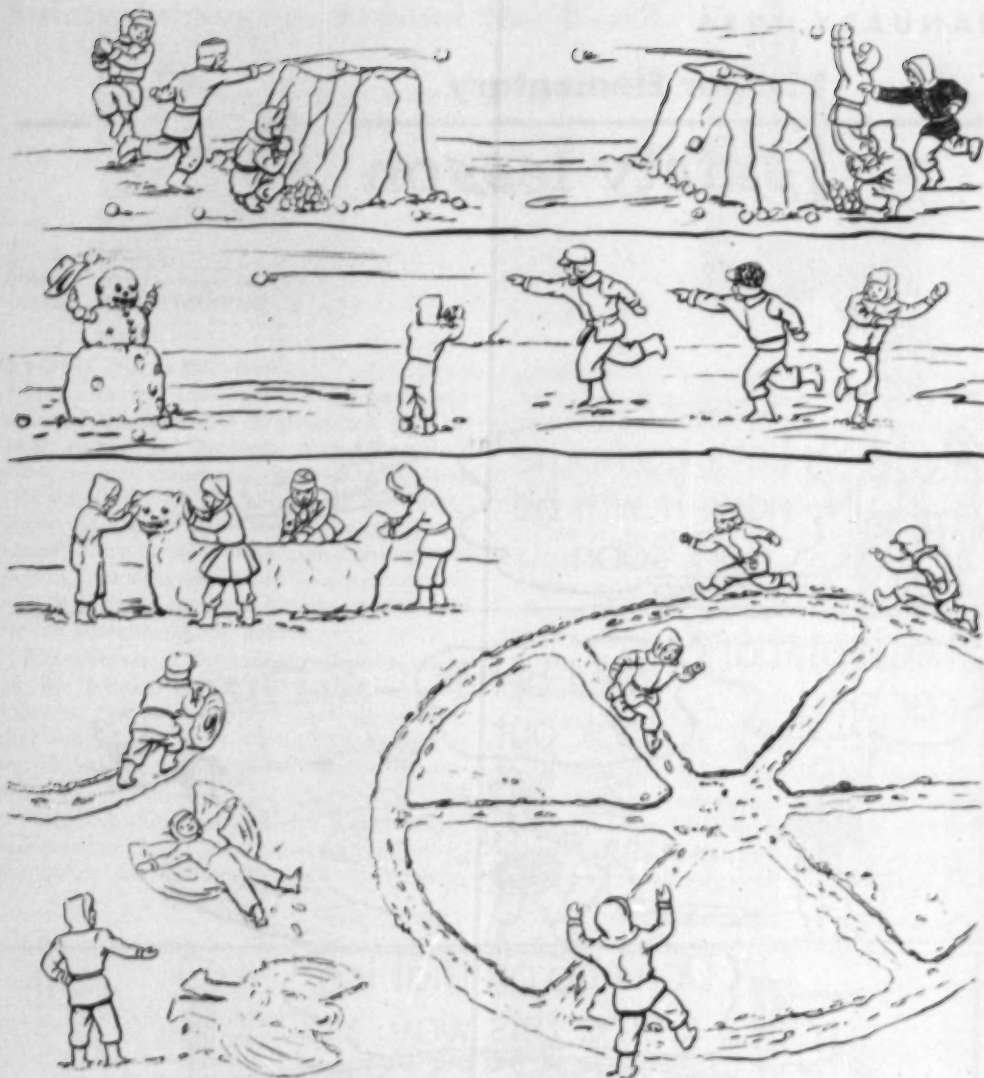


Teacher: Elicit rules such as—  
Coasting: Choose safe place, no rocks, trees, or fences. Coast in street only when closed to traffic. Not on sidewalks. Never from driveway to street. Wait for others to get out of way before starting. Keep out of path of coasters.

Safe Walking: Walk carefully, be more alert. More danger from traffic on slippery streets. Remove snow and slush promptly from own walks. Use sand, salt, etc. when necessary. Ice: Children should stay off ice covered ponds and streams unless they are with a responsible adult.



Prepared by Leslie R. Siloernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Siloernale, elementary school teacher. Published by School and College Division, National Safety Council, 625 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.



## Some Things To Do

1. Make rules for the winter fun on these pages.
2. Make a picture of what you do for winter fun. Print a safety rule on the picture.
3. Choose the best ones to show in other rooms in your building.



Sketch S-050B-A

JANUARY 1956

Upper Elementary



# safety lesson

## Cold Weather Safety

### Safe or Dangerous?

Place an "S" before the statement in each group of three that you think is the safest. Place "D" before the statement in each group that you think is most dangerous. Be able to give reasons for your answers.

1. If you want to coast on your sled you should choose
  - \_\_\_ a. a residential street with little automobile traffic
  - \_\_\_ b. a hill where there are only a few trees and rocks
  - \_\_\_ c. a hill free from rocks, trees, and fences.
2. When coasting down hill on your sled you should coast
  - \_\_\_ a. close to the sled ahead
  - \_\_\_ b. some distance behind the sled ahead
  - \_\_\_ c. beside the other sled.
3. When you are pulling your sled up hill, you should walk
  - \_\_\_ a. to the right of the coasting area
  - \_\_\_ b. to the left of the coasting area
  - \_\_\_ c. in the middle of the coasting area.
4. When you are through coasting, you should leave your sled
  - \_\_\_ a. in your own yard
  - \_\_\_ b. on your own sidewalk
  - \_\_\_ c. standing against the wall in your garage or basement.
5. If you wish to throw snowballs you should throw them
  - \_\_\_ a. at a tree in a park
  - \_\_\_ b. at a tree near the street or sidewalk
  - \_\_\_ c. at cars and trucks.
6. If you wish to go ice skating you should choose
  - \_\_\_ a. a pond where the ice is more than four inches thick
  - \_\_\_ b. a supervised rink
  - \_\_\_ c. an icy street.



Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

7. If you are a beginner you should skate
  - a. in the place on the rink where other beginners are skating
  - b. where the good skaters are skating
  - c. where the older boys are playing hockey.
8. When the rink is crowded, ice skaters should
  - a. weave in and out among each other
  - b. all skate in the same direction
  - c. skate slowly.
9. When deciding if the ice on a pond is safe for skating, you should make sure that it is
  - a. at least four inches thick and good hard ice
  - b. at least a foot thick if it is snowy and sun-rotted
  - c. dry on top.
10. When walking with ski poles
  - a. carry them on your shoulder
  - b. carry them with points backward and down
  - c. carry them with points forward and down.
11. When your sidewalk is icy you should
  - a. put up a sign stating that it is slippery
  - b. sprinkle salt, sand or ashes on it
  - c. sprinkle snow on it.
12. When walking on an icy sidewalk you should take
  - a. long steps
  - b. short steps
  - c. ordinary steps
13. If you find yourself falling on an icy sidewalk, you should
  - a. try to relax
  - b. try to stiffen out
  - c. call for help.



## Some Things To Do

1. Have the members of the class make a survey of the neighborhood to find good places to coast, ski, skate, and throw snowballs. Post the list of these places on the bulletin board.
2. Have the members of the class draw up rules for safe coasting, skiing, skating, and snowballing. Post these rules on the bulletin board.
3. Invite an expert skier and an expert skater to give the class tips on skiing and skating.
4. Prepare a program on "Safe Winter Fun In Our Neighborhood." Present this program to the lower elementary grades.

## Junior High School

# SAFETY LESSON

## Group Work For Safety



Sketch S-0509-A

### The Man From Mars Reports



*Zogo, after a visit to the planet Earth, reports his findings to the Martian Council.*

**Zogo:** Gentlemen, the planet Earth is a strange place. They have many marvelous inventions there, the people strive to promote a better educational system, and everyone is concerned with raising the standard of living. Yet with all these noteworthy accomplishments, some very barbaric customs exist. For example, on every national holiday such as the 4th of July, Labor Day, and Christmas, hundreds of people are sacrificed.

**Council member:** Do you mean, Zogo, that people are actually killed on these holidays?

**Zogo:** Yes—hundreds of them, and hundreds are injured too.

**Council member:** But how do the earth people kill them? Do they burn them on a sacrificial altar as did some primitive tribes?

**Zogo:** No. They use many devices. The machine called the automobile is perhaps the most widely used.

**Council member:** Does the government of the planet Earth approve of these killings?

**Zogo:** No. In fact, the head man called the President has asked the people to stop the killings. Also, there are many national and local groups concerned over these killings which go on every day and increase tremendously on holidays.

**Council member:** Why aren't they stopped then?

**Zogo:** I guess the reason is that a lot of people don't think it's so bad—only those who get injured or who have a close relative or loved one killed.

**Council member:** What a strange place!

### Earthlings Awaken!

The above report, of course, is fictitious. But perhaps if we did have a visitor from an outside planet he might get the same impression "Zogo" did. Why is it that we are shocked when we read about hundreds of men being killed in some battle, and yet are not concerned when about 90,000 people are killed *each year* in the U.S. through accidents? Oh, we may be concerned, but are we concerned *enough* to stop this needless killing? Do we have the ability to help cut down on the accidental deaths and injuries?

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida.  
Published by School and College Division, National Safety Council, 425 N. Michigan Avenue,  
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## **Work as a Group**

You've heard the sayings, "In unity there is strength," "Many hands make light work," and "United we stand, divided we fall." These sayings also apply to safety work in your school and community. If you all work together and tackle the problem, then perhaps accidents can be decreased and lives saved.

What's the best way to begin?

## **Analyze the Problem**

Before you can attack any problem intelligently, you must see it clearly. In order to see the problem clearly, you must get information about it. Three things you can do are:

- (1) Determine which are the most prevalent accidents in your community.
- (2) Find the causes for the accidents.
- (3) Determine what can be done to prevent the accidents.

There are many sources which will supply you with information to the foregoing three questions. In order to gain the most information in the most efficient manner, appoint several committees to check each source. For example, one committee should plan to visit the police department and especially the safety officer. Another committee might interview the chief staff officer of your local safety council. A third committee could visit the fire chief.

## **Plan Your Visits**

Before your visits, you should practice interviewing techniques so you won't waste a person's time and so you will get all the information you need. A good way to get such practice is to present an interview skit before the class and have them offer suggestions for improvement. Letters should be written, or phone calls made, asking for the interview. Don't forget to be specific in regard to the kind of information you want, the time you'll be there, and a description of the main problem you're trying to solve. Practice on the letters you'll send by writing a few

and reading them to the class. Also, a telephone request should be presented as a skit before the class for their comments.

## **Pool Your Information**

After the various committees have completed the interviews and gathered all the information, each committee chairman should report the findings to the entire class. Through class discussion the data can then be combined and a tentative summary made of: (1) the types of accidents which occurred most frequently, (2) their causes, and (3) suggested preventive measures. After the summary has been written, have copies mimeographed for each student.

## **Check with your Parents**

Copies of the summary should be taken home for mother's and dad's reactions. Perhaps they can add other information—especially about home safety. When this information has been obtained, the summary can be revised and final copies made for distribution to school students.

## **Follow-up Projects**

1. During your survey, write articles for publication in your local or school newspaper describing the project. Try to get some "action" pictures when committees are interviewing community people.
2. Plan an assembly program that will include a variety of things such as: a short student talk about the project; a skit dramatizing the need for safety; a display of colorful safety posters; guest speakers (policeman, fireman, parents, etc.); and demonstrations of various safety devices. A "guest" panel of four or five students may be chosen from the audience to answer certain questions on safety.
3. Ask your local P.T.A. program chairman if you can present your assembly program at a P.T.A. meeting too. You may have to modify it to some extent to fit the time schedule, but the main program will be the same.



## Senior High School

## SAFETY LESSON

## Group Work For Safety



## When Will It Cease?

In 1954, 90,000 people were killed and 9,050,000 injured. Some of the 90,000 killed were young, some old, some the same age you are. They were people with friends and families—now they are just memories. Some of those injured recovered from their injuries, some carry scars—both emotional and physical. Some will never fully recover.

Was 1954 a year of catastrophe? Was an atom or hydrogen bomb dropped somewhere? No, 1954 was an ordinary year—it wasn't much different from three previous years when 95,000 to 96,000 were killed and approximately 9,600,000 injured. What about last year—1955? Well, it takes a long time to get all the figures in from all over the country. Chances are, though, that the carnage was carried on last year too.

Incidentally, the country where all these deaths and injuries take place is in the United States. The reason they take place is because people are careless and forget to think and act carefully. The cause of all these deaths and injuries is accidents.

## THE CHAMP?

	Killed	Injured
1951	95,871	9,600,000
1952	96,172	9,600,000
1953	95,032	9,600,000
1954	90,000	9,050,000
1955	?	?
1956	?	?



## Do You Understand the Problem?

Perhaps some of you can realize the importance of safety education because you have had some close friend or relative killed or injured in an accident. Some of you, perhaps, can't seem to realize the full significance of the accident problem because as yet, fortunately, the accident figures are only cold statistics—not emotional problems.

One way to bring the accident problem "home" is to discuss some of the recent accidents in your community. Perhaps some of you saw an accident, were involved in one, or had a narrow escape. What were the causes of the accidents; how could they have been prevented?



## Analyze and Define the Problem

Ask your classmates to relate the accidents in which they were involved or

*Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.*

which they witnessed. Discuss each accident description carefully until you have reached a reasonable conclusion as to the cause of the accident. List each cause on the blackboard — such as "carelessness," "daydreaming," "temper," "hurrying," etc.

Although "mechanical failure" will be the immediate cause given in many instances, consider how much carelessness in getting regular check-ups contributed to the faulty car brakes or other mechanical difficulties.

### Work Together

After discussing accidents, causes, and preventive measures, list six or seven "accident categories" on the board, such as: traffic, firearms, winter sports, school and pedestrian. Form six or seven committees to work on each category. Make sure your group recorder lists the causes of the accidents you discuss. Formulate a list of preventive measures that can be used. Plan for a follow-up program. Make provisions for a periodic evaluation of your preventive measures.

### Help Each Other

Have each group chairman, with the help of a recorder, report the results of your discussion to the entire class. Revise your plans, if necessary, in light of the suggestions or ideas of the entire class. Determine if two or more groups can work together on such things as publicity or follow-up.

For example, the "traffic" and "school" safety committees might well work out an assembly skit in which a student tells his friend how he drove to school very carefully—obeying all traffic regulations. The next scene might show the same "careful" student involved in some careless act in the school chemistry lab or gymnasium. Other groups might work on follow-up activities together, or determine evaluation techniques suitable for two or three groups.

### Follow-Up and Evaluation

No matter how carefully you plan or how intelligently you discuss, there must be a

follow-up and periodic evaluation of your work if you expect to help solve the accident problem.

What are some of the ways that you can check on the effectiveness of your work? Some means are:

1. Check on the safety knowledge of students.
2. Observe any change in attitude toward safety.
3. Keep a current tabulation of the accidents in your community.



### How Long Should You Continue?

If you think that safety education can be accomplished in a few short weeks, go back and re-read the beginning of this lesson. The only way that we can ever make progress toward eliminating accidents is by *constant* effort. This is January, the beginning of a new year. *Beginning now*, it is entirely possible, if all of us work together, to cut the accident fatalities and injuries down to 50 per cent, 25 per cent, or even "0" per cent. It depends on group effort. Just think, if all groups in all communities would work seriously on the accident problem, approximately 250 lives could be saved each day and nearly 25,000 injuries per day could be prevented!

Could you ask for a better New Year's resolution than to work together and save countless lives and prevent countless injuries during this year?



# SAFETY AT SCHOOL

With the approach of winter, there is also the approach of more hazardous conditions related to the children who will be going to school. There will be those dark days when visibility is poor. This will be the time when it will be important for you to have a properly outfitted School Safety Patrol. Make your selection from the complete stock carried by our company. Here are some of the many items:



All rubber raincoats, made of 100% rubber. Absolutely waterproof, available in yellow, white or black. School, city, or sponsor's name on back. Good the year round.

Metal patrol badge that will lend official importance to the people on the school safety patrol. Officer's badges finished in gold color, members' in nickel. All complete with pin clasp.

Snappy eight point style gabardine caps may be had in Navy Blue, other colors on special order.

- Overseas caps
- Felt Emblems
- Patrol Buttons
- Caution Flags
- Rainwear
- Armbands
- Patrol Belts
- Rubber Footwear and the
- "Corporal Digby" Safety Sentinel

WRITE FOR OUR NEW ILLUSTRATED CATALOG

## GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

266 Mulberry St. Newark 5, N. J.

## Driver Ed Notes...



*In California . . . The Safe-T-Cade*

*described by*  
**Melvin T. Schroeder**  
*Supervisor of Driver Instruction*  
*Los Angeles City Schools*  
*Member of the Organizing Committee*  
*of Safe-T-Cade*

**A** VENTURE which promises to become a southern California tradition made its bow late last spring in Los Angeles. This was the first annual SAFE-T-CADE, presented jointly by the Los Angeles Driver Education Association, the California Driver Education Association, and Long Beach State College.

Born of the desire to establish something new in the field of conferences . . . and to acquaint the teachers of driver instruction in the state with the latest developments in the field of traffic safety . . . the all-day conference was held at Long Beach State College. It presented a three-phase program, including two general assemblies, demonstrations and exhibits.

The program of the initial assembly included a welcome by Dr. P. Victor Peterson, president of Long Beach State, and an address by Inspector H. A. Duryea of the California High Patrol. Inspector Duryea augmented his talk on

the use of radar in enforcement of speed laws with a film showing radar in action.

From this assembly, teacher conferees filed out to a demonstration area where they witnessed a radar equipped auto in operation. Next came a presentation of the elementary school traffic safety demonstration as conducted in the Los Angeles city schools in cooperation with that city's police department. Proper techniques in the use of the auto fire extinguisher and safety flares occupied the next spot on the program, with special emphasis on proper use of such equipment.

The utilization of the Dynamometer in the driver education program closed this session of the program. This device, on which the rear wheels of an automobile are mounted, permits the student to learn the various operations of a motor vehicle without the hazard of motion.

Later the more than 300 conferees visited displays of some 30 exhibitors showing the latest traffic safety devices and equipment, publications, films, student projects, and the Aetna Drivotrainer, currently being used in an experimental program at Hollywood High School. Exhibitors included nationally known manufacturers of cars and equipment, insurance companies, auto clubs, governmental agencies, publishing houses, transit companies and local distributors of teaching aids.

Scheduled for the afternoon program, though cancelled by bad weather, was a demonstration of driver training lessons as conducted in the high schools of Riverside County, California. The final general assembly highlighted reports on the state level; the California State Department of Motor Vehicles and the State Department of Education outlined latest developments in the California traffic safety program. Dr. Walter Patterson gave a progress report on the Drivotrainer program at Hollywood High.

The teen-ager also had his say in the SAFE-T-CADE. Irving Klasky, 1955 president of the California Association of Student Councils, emphasized the responsibilities of teen-agers in the total traffic safety program. He reported on various traffic safety activities conducted

*In Michigan . . .  
The Legislature Passes a Law*



throughout the state by teen-agers, including teen-age traffic safety conferences on both local and state levels.

▼  
**S**UCCESSFUL use of the Etna Drivotrainer, a classroom driver-training device that cuts per pupil training costs by reducing the standard amount of on-the-road instruction time required, has been revealed by the Los Angeles City School System.

On a series of scientific tests, students trained with the new device proved to be on a par with those who took the conventional course, consisting of twice as much instruction in standard dual-control cars.

These results are among the highlights of an 84-page report, submitted October 3 by Superintendent of Schools Claude L. Reeves to the Los Angeles City board of education, covering a research program conducted during the past school year with the Drivotrainer at Hollywood High School. A summary of the Los Angeles report is being sent to 5000 school administrators to familiarize them with results of the research study.

The report states that with the eight-place Drivotrainer classroom used at Hollywood High School, per pupil training costs would be cut by 15 per cent. However, a larger 15-place unit with a capacity for 900 students a year would nearly double the reduction in per pupil costs, producing savings of nearly \$12,000 for each 1000 students trained.

In submitting the report, Superintendent Reeves made the following observations:

▶ "The use of the Drivotrainer may help meet the teacher shortage problem.

▶ "For those schools in heavily concentrated traffic areas, the Drivotrainer may prove to be an added safety measure in the early stages of practice driving.

▶ "The uniformity of instruction as provided by the training films may prove to be most advantageous in standardizing teaching procedures and course content."

**J**UST before midnight, November 4, the Michigan State legislature, in special session, passed an act providing for driver education for the youth of that state.

The act, effective immediately, provides a subsidy of up to \$25 for each student who takes a high school course in driver education. It is stipulated that the subsidy will go to public schools but that the public school course must also be open, without tuition, to students in private and parochial schools and to out-of-school youth.

The law makes it compulsory that driver education courses, including practice driving, be made available to youth prior to the time they are permitted to obtain a license. It also provides that as of February 1, 1957, no person under the age of 18 shall be granted an operator's license in Michigan unless that person shall have completed a course in driver education approved by the superintendent of public instruction.

Financing of driver education was provided for by earmarking \$1 of each operator's license fee for a separate driver education fund. Cost of the operator's license is now \$1.50 for three years; it was not raised. It is expected that the fund will amount to about \$1,500,000 per year.

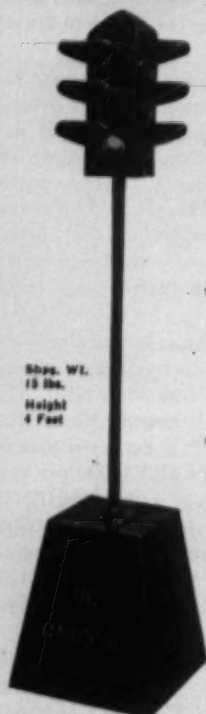
Standards for the course will be set by the superintendent of public instruction; the office has been allocated \$20,000 a year for administration of the program. Setting of standards will come under the office of deputy superintendent Norman Borgerson, who will work in cooperation with school people and safety agencies. Mr. Borgerson, who is current chairman of the School and College Conference, NSC, will be glad to furnish a copy of the Michigan law to anyone requesting one from him.

In the same session in which Michigan provided for high school driver education, they enacted additional legislation to improve traffic safety in their state. This added legislation included setting aside funds for a traffic safety center at Michigan State University; setting a state wide speed limit of 65 miles an hour by daylight; 55 by night; addition of 200 state troopers to the highway patrol; and indication that state police should fix standards for safety belts.

With the Michigan action, seven states have now financed driver education for their youth. States previously providing for such courses are California, Louisiana, Florida, Pennsylvania, Delaware and Maine.

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**SCHOOL SAFETY LIGHT CORP.**

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## The Public Is In Your Classroom

*(Continued from page 13)*

possible effective means to influence a community's—and the nation's—traffic behavior. We must use printed materials, posters, theatre trailers, newspapers, radio and TV publicity, meetings, conferences, driving clinics, refresher courses for drivers . . . all the things that are ordinarily associated with public education. And we must make certain that we succeed in convincing our audiences that it all really does apply to them.

The problem is basically one of education. It is therefore appropriate to look to the educators in the field of traffic safety for major help in determining what will work.

I believe we will find that, as we convince the public that practically no one is collision proof, it will be much easier to get real public support for the enforcement and licensing measures that are restraints on driving behavior. It should be easier to get the support needed for continuing and expanding high school driver education. The improved public attitude toward safe practices and law compliance will make it possible for high school driver education to achieve its maximum effectiveness.

I suggest therefore that you take advantage of every opportunity you get to make talks on safety, talks intended to influence the traffic behavior of the audience. Allow time for and encourage questions and discussion.

Talking to all kinds of people and listening to the reactions will help insure that we understand our problem. By understanding it, we can overcome it. Talk to poor people, rich people, young people, old people, men and women, truck drivers and executives. Try your best to influence them. Then analyze your efforts and the reactions as best you can. You will come to know and understand the problem. You will find clues to help in overcoming it.

Some say nothing can be done with adult drivers and that our only hope is with the youth.

I say we will have little reason to hope for the youth unless we do something about adults, too. Whether you want them to be or not, they also are in your classroom.

## SAFETY FILMS

For further information on these films, contact the source given immediately after the description. Nancy Lou Blitzen, Film Consultant, National Safety Council, can send information on other available safety films. Single free copies of the December quarterly Supplement to the *National Directory of Safety Films* are also now available.

### Driver Education

Coronet Instructional Films has just released three new films on driver education. The films star a young man from Atlanta, Georgia who, after the films were completed, entered the Teen Age Rodeo contest, won the state championship, went on to the National Rodeo in Washington, D. C., winning third place. George Mittendorf Jr., says that the experience of making the movies for Coronet helped him to win the contests.

Entitled *Safe Driving: Car Maintenance and Care*; *Safe Driving: The Defensive Driver*; and *Safe Driving: Techniques of the Skilled Driver*, the three films are all 16mm sound motion, available in black & white or color. Each runs 10 minutes in length, all are aimed at the senior high level.

The first film shows how the young driver learns simple, non-mechanical techniques of preventive car maintenance to insure safe car performance, illustrates the ways in which trouble warnings can be recognized.

The second film demonstrates that anticipating the possible dangers in driving situations is the basis for defensive driving.

The third film shows the young driver as a skilled performer. Continuous practice to improve the skills learned in school is stressed.

All three films are available from Coronet Instructional Films, 65 E. South Water St., Chicago 1, Illinois for rental and purchase.

### Shooting Safety

*On Target for Safety* (16mm sound motion) black & white or color. 14 minutes. Produced in 1955. TV o/k.

This film was sponsored by the Daisy Manufacturing Company and produced with the cooperation of the Omaha Safety Council. It tells the story of how civic clubs, YMCA's,

Campfire Girls and other organizations can organize, conduct, and supervise BB gun safety clubs intended to curb the tendency to use such guns destructively while providing a safe sport for youngsters of all ages. The film shows how the Omaha Safety Council and the Daisy Manufacturing Company have sponsored these clubs and the success experienced in Nebraska.

Prints are available for rental and purchase from the Omaha Safety Council, 511 South 17th Street, Omaha 2, Nebraska.

Perhaps you wonder if inspection of student-driven cars is an important project for your high school. My answer is that the importance of such an inspection grows correspondingly with the number of cars your students drive to school.

... Earl Green, James Lick High School, San Jose, Cal. See pages 2-3, this issue.

for

## SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 1/4" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen ..... \$5.00      Lots of 50 ..... 25c each  
Lots of 25 ..... 35c each      Lots of 100 ..... 25c each

SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL" Per dozen ..... \$4.00      Less than dozen ..... \$1.00 each

Write for our Safety Patrol Circular  
OUR RECORD 54 YEARS

**AMERICAN BADGE COMPANY**

129 West Hubbard, corner La Salle, Chicago 10, Ill.

## project for February . . .

A community-wide pedestrian safety program sponsored in Park Forest, Illinois, last year by the American Legion, received full support from both public and parochial schools in the town. The program, held during the month of February, provided a good opportunity for the schools to stress once again the elementary rules for safety, and the saving of life, although an active accident prevention program is carried on all year round there.

As part of their safety lessons, children wrote jingles and essays which reflect their interest in self-preservation and the welfare of their fellow students. Excerpts from a few of the essays:

"There was a girl named Jane who thought life was so smart. She did not have to obey safety rules. So one day she ran into the street after a ball. She ended up in the hospital with a broken leg. After that she wished she had obeyed the safety rules. I am sure she will obey the safety rules now. Wouldn't you?"

"Safety on a bus is important to you. You should never put your arms or head out a window because you might lose them. You should keep arms and also your head . . . One strict rule is that you should be quiet on a bus. Never yell or start a racket or a fight. It sometimes upsets the driver, and it may cause a wreck, and you might lose your life."

*A baby sitter's blackboard arrived at NSC headquarters just after publication of our Safety Education Data Sheet No. 66 . . . Baby Sitting. The board is illustrated in small size below. Write The Herrmanns, 1718 Union Street, San Francisco 23, California, for more information.*

**Sitter's Instructions**  
PLACE THIS NEAR THE TELEPHONE

We will be at \_\_\_\_\_  
Phone number \_\_\_\_\_  
From \_\_\_\_\_ o'clock till \_\_\_\_\_ o'clock  
And at \_\_\_\_\_  
Phone number \_\_\_\_\_  
From \_\_\_\_\_ o'clock till \_\_\_\_\_ o'clock  
First neighbor's name is \_\_\_\_\_  
phone number \_\_\_\_\_  
Second neighbor's name is \_\_\_\_\_  
phone number \_\_\_\_\_  
Doctor's name is \_\_\_\_\_  
phone number \_\_\_\_\_  
Fire dept. phone number \_\_\_\_\_  
Police dept. phone number \_\_\_\_\_  
Special instructions \_\_\_\_\_  
Please write down messages received while we were away \_\_\_\_\_

A sitter's task is a task of great trust and responsibility.

# BULL

" . . . For some inexplicable reason, we seem to regard safety rules as some atrocious tyranny imposed on us. Not so, nor is it sissy to observe them. It is my observation that very few 'accidents' are true accidents, through no fault of anyone involved. My attitude toward safety regulations in previous years has not been one of indifference, nor has my observance been infallible, but this is one year I plan to 'practice what I preach.' "

## Arizona essays

**E**ARLY in the last school term the students of social study classes at Hayden High School, Hayden, Arizona, participated in a unit of work related to safety. A number of student essays came out of the course; in the essays individual students talked of safety in the home, on the highway, in the school building and elsewhere. Lawrence F. Howard, social studies teacher at Hayden sent us some of the essays. The essay below is representative of how a teacher can inspire his (or her) students to think about safe rules for living.

## Don't Short-Circuit Your Life!

*Electricity! What a wonderful discovery! It does our cooking, runs our radio and television sets, heats and cools our homes, furnishes light, runs office machines, factory machines and does a score of other things. But what about the dangers of electricity?*

*Electricity can be a fire hazard or a shock hazard. Poor electrical wiring causes fires in the home, the office or in any building. Inadequate wiring in a house with modern conveniences is responsible for many fires. The old wires are over-loaded and heated thus producing heat which sometimes causes fires. One safety method is to be sure your home is wired with good insulated wire. Also, take precautions about over-loading your lines.*

*Many people try things the "do-it-yourself" way. This is all right when fixing small things around the house. But when it comes to fooling with electricity, let an experienced electrician*

# ETINGS

## ESSAYS IN SEASON

do it for you. You can be sure of his work.

Another "don't." Never replace an old fuse with a copper penny. This is always sure danger. A fuse is a safety measure against fire caused by over-loaded wires. The fuse is made to "trip-out" when lines are over-loaded. When a penny is in the place of a fuse, the danger of burning wires is present. Besides the danger of burning wires, there is the danger of ruining your appliances that are hooked up to the over-loaded circuit.

Don't mix electricity and water! They just don't mix without shocking the daylight out of something.

### If there's no snow, make it . . .

There was no hesitation among students in the fourth grade at Hueytown, Alabama, elementary school last winter when their teacher asked them to think of a poster for the school safety bulletin board.

They wanted to do a poster about snow safety. "But there hasn't been a flake of snow!" exclaimed their teacher, Mrs. Evelyn Simpson. That didn't matter. No subject would do, except how to have fun playing in the snow.

"But," their teacher protested, "let's take something that the other boys and girls can read and apply right now! How about safety in our school, or safety at home?"

No. The boys and girls were starved for snow-play, and they felt they must do a poster on playing in the snow, safely, of course.

So Mrs. Simpson got out a bag of cotton and turned it all over to the children. The result: an attractive and clever poster.

"All the children enjoyed the poster," says Mrs. Mattybel Faust, safety sponsor at Hueytown school. "And it just goes to show how much fun children can have playing in the snow, even if the snow IS cotton!"

### old but ever new . . .

Reid McCloskey of the Carlsbad City Schools sent NSC a copy of a publication produced there for use by the local police department.



Jerry Deska, 12-year-old Detroit, Michigan, youngster, got a real taste of big-time truck driving recently and loved every moment of it. Jerry's dad, a driver with Automobile Shippers and six-time winner of NSC's Safe Driver Award, took Jerry with him on a 300-mile haulaway trip delivering new cars from Detroit to Steubenville, Ohio.

Jerry was fitted out with a new uniform, went through the complete routine of the trip while his dad explained whys and wherefores of each step as well as safety rules that must be followed to avoid accidents. In the picture above, Jerry is shown as he filled out a report of the trip upon its completion.

The police distribute the circular to local civic groups, reminding townspeople that "We are proud of the fine student safety record our schools have compiled (but) to keep this excellent record intact we must as parents literally 'look out' for the small ones." The message by Chief of Police Wiley Fisher ends with a reprinted message from the *Enfautla* (Ala.) *Tribune*, written in 1938. The reprint, in the form of a letter to a Chicago judge, reminds the reader that the writer's daughter, aged seven, is pretty special in the eyes of her father and that he would do anything to protect her . . . but that he can't be with her while she walks to school and home again every day. It ends with the plea: "Please don't run over my little girl."

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## TRADE PUBLICATIONS

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The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

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1. **Asphalt Surfaces:** Bulletin describes and illustrates a new playground surface construction called Rub-A-Mix that provides added safety to children at play. Features emphasized are safety against broken bones, skinned knees; long life, cleanliness, and deadens excessive noise. Berry Asphalt Co.
2. **School Safety Signal:** Bulletin describes and illustrates a portable school safety signal that features two rugged, efficient lights that beam in both direction, alternately, 4" in diameter, with a battery charger built in each unit that operates a full school week without recharging. Sign is porcelain enameled, legal size and shape conforming to state hi-way specifications. New Castle Battery Mfg. Co.
3. **Hot Food and Liquid Carriers:** Application of "Aervoid" stainless steel vacuum-insulated food containers for mass feeding operations, storing and transporting hot food lunches for schools is described in this bulletin. Vacuum Can Co.
4. **Traffic Safety Teaching Manual:** A 16-page guide book on safety teaching prepared by teaching authorities for distribution to qualified instructors of traffic safety. School Safety Light Corp.
5. **School Patrol Equipment:** A complete line of safety patrol equipment is featured in this brochure. Sam Browne belts, arm bands, badges, safety and school buttons, signal flags, etc. American Badge Co.
6. **Driver Training and Testing Equipment:** Catalog illustrates and features driver training and testing equipment. Also presents you with reprints of articles relevant to driving training and testing, including visual aids for safety. Porto-Clinic Instruments, Inc.

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### SAFETY EDUCATION

JANUARY 1956

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Safety Education for January, 1956 • 40

## Make Your First Aid Life-Like

By Charles Peter Yost

Asst. Prof. Phys. Ed.

West Virginia University

UNDER the American Red Cross First Aid program and other first aid programs millions of men and women and boys and girls have acquired training in emergency first aid. During 1954 alone, nearly 800,000 American Red Cross first aid certificates were awarded. There is no doubt that instruction in the proper care of the injured brings about better safety habits and attitudes.

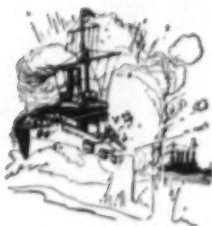
In all probability, you, as a first aid teacher, have included "how to apply an arm sling" as part of the instructional content in your first aid course. But have you developed within the student the proper technique for applying an arm sling in relation to *life-like* situations?

Traumatic injuries necessitating an arm sling frequently have brought about a shock position of the victim. But do you demonstrate applying an arm sling while the "patient" is recumbent in this shock position, or while he remains in a sitting or standing position? In which position do your students practice applying the arm sling? And what might happen when the student encounters a situation in life when he must call upon his first aid training, and the victim may not be able to stand or sit?

In the educative process we should try to present to the best of our ability student activities which are "life-like" in character. It is true that we cannot "hit someone on the head" to cause scalp hemorrhage just for the sake of giving students in first aid courses a life-like opportunity to practice hemorrhage control; nor can we break someone's arm to permit practice in applying an arm sling. We can, however, make the first aid "practical work" more meaningful to the students if we will plan our instruction well and present more activities resembling life-like situations.

There are other situations where instruction in first aid might be more adaptable to life-like conditions. What about the students you choose to act as victims in practicing artificial respiration? Do these "victims" really present characteristics of an unconscious person, or do they "help a little" in getting themselves in position for administering artificial respiration? When transportation methods are practiced, do you actually place the "victims" on stairs or in small corridors and let the students plan and follow through with the transportation methods?

## "Those poor devils are dying"



**M**USTACHIOED, bulky and calm, Jack Philip stood on the bridge of the U.S.S. *Texas*, watching his gunners pour fire into the Spanish men-of-war fleeing Santiago harbor.

Only a few days before, another American ship had accidentally fired at the *Texas*. Philip had responded by signalling: "Thanks, good line, but a little over."

Now enemy shells were whistling over his head from desperate vessels doomed to destruction. One of them, the Spanish battleship *Vizcaya*, exploded as the *Texas* raced by.

Instantly, a great victorious shout sprang up on the *Texas*. But Captain Philip quickly silenced it:

*"Don't cheer, men; those poor devils are dying."*

Jack Philip was already something of a friendly hero to his men. But this one sentence, more than all his bravery, made him a hero of the Spanish-American War to millions of Americans.

For Americans prize gallantry. Gallantry is part of the great heritage—part of the strength—of the American people. And today, it is this strength—the strength of 165 million Americans—which forms the real guarantee behind one of the world's finest investments: U.S. Series E Savings Bonds.

That's why it's such a good idea for any American to buy Savings Bonds regularly, and to hold on to them. Start today!



It's actually easy to save money—when you buy Series E Savings Bonds through the automatic Payroll Savings Plan where you work! You just sign an application at your pay office; after that your saving is done *for* you. The Bonds you receive will pay you interest at the rate of 3% per year, compounded semiannually, when held to maturity. And *after* maturity they go on earning 10 years *more*. Join the Plan today. Or invest in Bonds regularly where you bank.

## Safe as America — U.S. Savings Bonds



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**3** new

# SAFETY EDUCATION FILMS

Covering major safety problems of the high school age group, and featuring 'teen age' actors in 'teen age' situations, these dramatic lessons in safety sense are presented with sound, color and motion to capture and hold audience interest. By combining entertainment and education they teach without preaching; striking at the thoughtless, unsafe acts which too often bring tragedy into young lives.



## SIX MURDEROUS BELIEFS

Six vignettes which tear down the improper attitudes which can lead to accidents. Such beliefs as 'safety is for sissies,' and 'accidents happen only to the unlucky,' are held up to a mirror of logic and reflected in all their foolishness.

## NOONTIME NONSENSE

Covers the problem of reckless, irresponsible, lunch period driving. Shows how the students themselves, at a typical high school, stamped out the 'car tag,' racing, and swerving at pedestrians, which had become cause for concern to parents and teachers.

## YOU'RE IN CHARGE

A film about baby sitters—who hold the safety of human lives in their hands. It shows the precautions that a careful sitter must take, as well as describing the explanations and information that conscientious parents must give to the sitter.

All available in 16 mm sound and motion, black and white or color. Running time 12½ minutes.

**BLACK & WHITE  
COLOR**

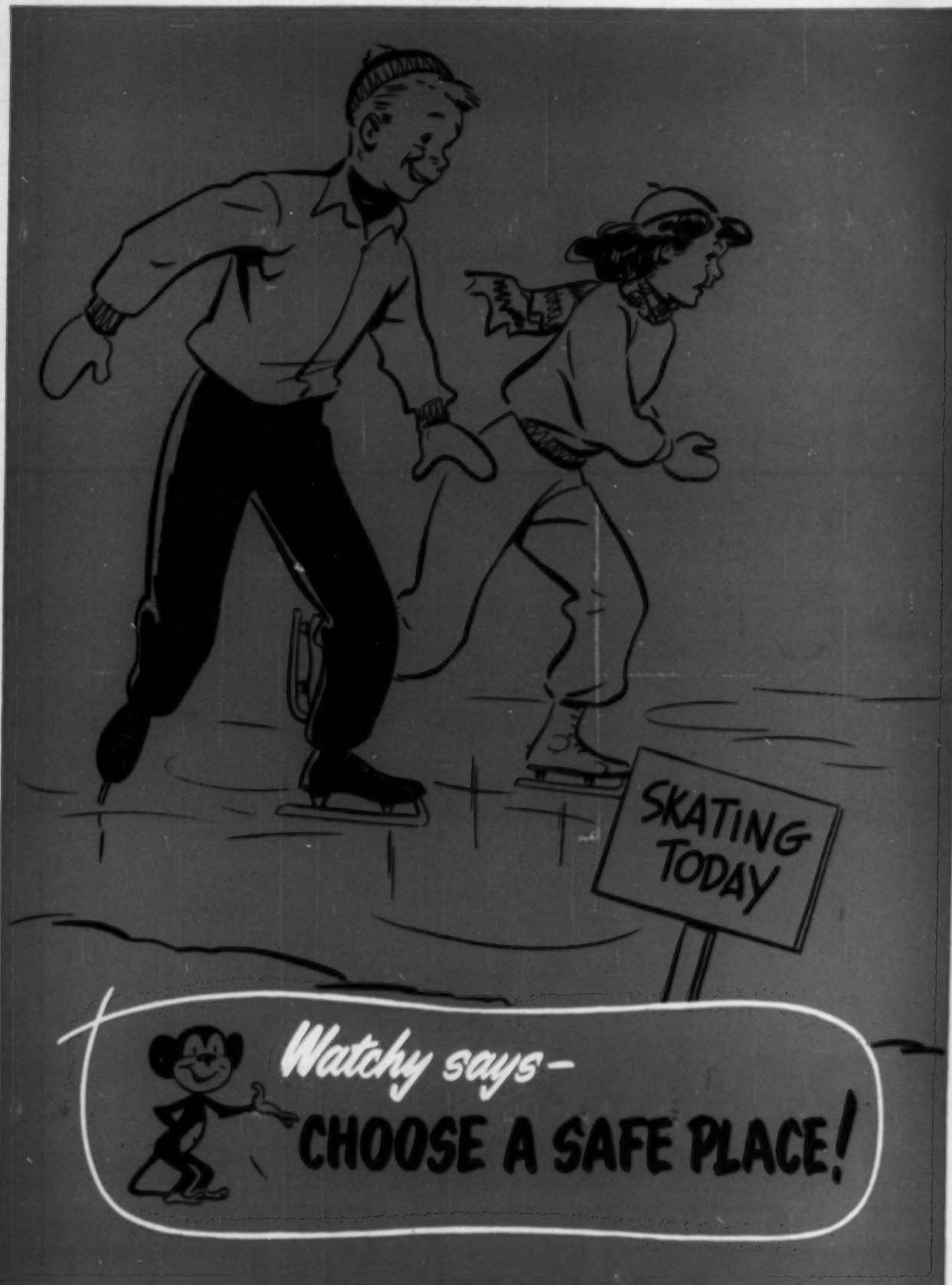
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